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ABSTRACT

This feasibility study is divided into sections presenting a brief history of the extended school year concept, an extensive survey of recent efforts at implementing the concept, the planning and implementation of the Hartford study, reports of five committees, final recommendations, and an evaluation of the study. Also included are a number of appendixes that provide supplemental information. The committee reports cover the areas of curriculum and instruction, staff organization and development, administrative concerns, pupil personnel and special education, and the community. Three recommendations were given to the steering committee: that the district reject the extended school year idea, that a pilot program be created, and that a format allowing individual schools to decide for or against the concept be adopted. The third alternative was advocated. (IRT)

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A FEASIBILITY STUDY OF THE EXTENDED SCHOOL YEAR FOR THE HARTFORD PUBLIC SCHOOLS

by

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Hartford Cluster
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Maxi I Practicum
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The NOVA participants are indebted to the many community citizens, school staff members, and students who contributed through long hours of committee work, respondents, and interviews that made this study possible.

Special appreciation is extended to: Dr. Robert Miles, Dr. John Alschuler, Dr. John Allison, Dr. Robert Nehring, Dr. Paul Taylor and Dr. Paul Aziz of the Chamber of Commerce.

INTRODUCTION

The concept of the Extended School Year, though growing over the past ten years, is not widely accepted nor understood. As a result, members of Boards of Education and communities often become intrigued with the idea for a variety of reasons which may often be little understood or invalid. The Hartford area is certainly no exception to this type of phenomenon.

In 1972, at the request of one member of the Hartford Board of Education, a condensation of concepts and existing programs was presented to the Board. Included with the brief report was the recommendation that a true and valid study could not be conducted unless sufficient funds were allocated for this purpose. These funds were not forthcoming and the study was left undone.

About a year ago interest in the extended school year design was revived by the Greater Hartford Chamber of Commerce which found mutual support from members of the Board of Education. Resurrecting the recommendations in the previously cited 1972 study, the Chamber of Commerce was able to secure funding for an extensive study from a local, privately endowed foundation. These monies supported the coordinating, clerical, travel and general requirements essential to conduct the study.

The eight NOVA doctoral candidates, who agreed to participate and conduct the study, worked in concert with the individual selected to coordinate this effort for the school system. Weekly meetings were held from October through May to clarify procedures, maintain a flow of information and ensure completion of tasks. During these meetings it became evident that the time sequence initially expressed in the PERT chart for the study was incompatible with what was actually occurring. It was therefore necessary to revise the time frames, as well as several steps in the PERT sequence, which has resulted in a later submission of the report containing generalized findings, recommendations and background

material to the Board of Education and to NOVA. This report also represents a change in the stance originally taken by the NOVA team. That is, the original proposal indicated that a specific recommendation would not be forthcoming from this group to the Board of Education. However, since the Steering Committee felt strongly that the committee should provide a recommendation, the NOVA group agreed and worked to develop the recommendation included in this report.

Contained in the following pages of this introductory segment of the report is: 1) a compilation of the findings listing advantages; 2) disadvantages of an extended school year juxtasposed against major areas considered and the recommendation concerning the implementation of an extended school year policy for the Hartford Public Schools as presented to the Board of Education.

RESPONSIBILITIES OF NOVA PARTICIPANTS

I. Proposal Development: Manson and Berliner

II. Communication with NOVA - Proposal Revisions: Ward

III. Extended School Year Research (Sak, Shea, Ward):

Developed a working document for the participants very early in the study. The document provided the participants with a comprehensive view of the majority of extended school year programs:advantages and disadvantages of each, schedules, and school systems conducting extended school year plans.

IV. Curriculum and Instruction (Shea and Molloy):

Mr. Shea and Mr. Molloy met with representative administrators and teachers for the purpose of evaluating the educational value of the extended school year for the Hartford Public Schools. This interaction with these groups identified various advantages and disadvantages. This process required numerous meetings with the groups followed by the development of a report to the steering committee.

V. Administrative Concerns (Ward):

Mr. Ward met with Connecticut Association of Boards of Education (CABE), Hartford area Superintendents Association (HASA), Capitol Region Education Council (CREC), and the Connecticut Association for Advancement of School Administration (CAASA) for the purpose of providing an intensive orientation of the extended school year to Greater Hartford administrators and lay boards. Implications emerged regarding the impact of the extended school year to the Greater Hartford area.

Meetings were held with administrative teams at Central Office, City finance leaders, and state department officials to assess the extended school year implications in the area of administration.

Mr. Ward met with the steering committee to share his data and reactions from the various groups.

VI. Staff Organization and Development (Tracy and Kelly):

Mr. Kelly and Mr. Tracy developed a staff questionnaire for the purpose of determining the possibility of problems dealing with rescheduling the school year in relationship to teacher plans for summer employment and/or graduate studies. Additional information regarding the degree of support for or resistance to an extended school year by the staff was sought. Finally, the professional judgment of the staff concerning the advantages and disadvantages of the extended school year was obtained. This combined data was submitted to the steering committee.

VII. Student Services - Pupil Personnel (Sak):

Mr. Sak conducted individual conferences with the Director of Pupil Services and nine department coordinators. Information was obtained from each department member regarding the advantages and disadvantages of the extended school year and the implications for the students and families serviced by the various disciplines in Pupil Personnel and Special Education. Additional meeting were held with a number of community agencies that work with the children and families receiving services from the agency. These meetings sought information regarding the implications of the extended school year for these agencies. The steering committee analyzed this data for the purpose of formulating a recommendation.

VIII. Community Impact and Opinion (Berliner, Manson and Molloy):

Mr. Berliner, Mr. Manson and Mr. Molloy developed a plan for obtaining opinions regarding the extended school year from the Greater Hartford Chamber of Commerce, parents, and community organizations. This plan, designed by

the three participants, was actively supported by the other five NOVA participants in terms of conducting meetings with parents and other organized groups to explain the various extended school year plans and to obtain reaction from these groups.

The three participants also developed a questionnaire for representatives from business and industry. The response data was tabulated and studied for significant information.

Students at the high and middle school levels were also polled. Their very frank responses are included in the report.

IX: The development and monitoring time schedule, analysis and summary and final preparation and coordination: Ward and Sak

X. Presentation of the Hartford Feasibility Study to Graduate Students (Sak):

Mr. Sak discussed the development and implementation of the plan to graduate teachers at the Central Connecticut State College. The class - Contemporary Issues in Education - studied current educational efforts in Connecticut, including the extended school year plans.

Finally, all NOVA members did devote time to the other NOVA participants when needed. In this way each member of the practicum gained experience in each of the topic areas of the project.

SECTION I

BRIEF HISTORY - EXTEND SCHOOL YEAR

The annual school calendar as it exists throughout most of the United States today developed in response to the needs and desires of people. The practice of a long school vacation in the summer had its origin in the early agrarian life of the country. Children were needed around the homes and in the fields during the planting, growing, and harvesting seasons. School was conducted during the months manpower could be spared for teaching - and learning.[1] During the agrarian period the demands for organized educational experiences were not great. Children had the opportunity to learn about work, to develop vocational skills, and to develop an understanding of community life through actual work experience.[2]

Even as early agrarian life dictated that children be home to help on the farm during the summer months, life in the cities placed no such restrictions on school schedules. In the middle of the nineteenth century, some large cities conducted school throughout the year. It is known that Cincinnati, Buffalo, New York, Newark and Chicago during the nineteenth century had school terms ranging from 11 months to 49 weeks. Very short vacations were allowed at Christmas and at some period during the summer.[3] Such lengthy terms, however, were the exception and not the rule. Most school systems scheduled a lengthy summer vacation.

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[1]Delaware State Department of Education, Feasibility of Rescheduled School Year Plans for Delaware Schools (Dover:Delaware State Department of Education, 1969), p.9.

[2]American Assocation of School Administrators,9+, The Year-Round School (Washington:American Association of School Administrators,1970),p.7,

[3]National Education Association,The Rescheduled School Year (Washington: National Education Association, 1968), p.6.

Of these exceptions to the norm, the Newark Project is probably the most noteworthy. It lasted a total of twenty years from 1912 to 1931. Here, the school calendar was organized on a four-quarter plan. All students had to attend the fall, winter, and spring semesters, but had an option as to participating in the summer program. The primary concerns of the administration and school committee in Newark was to increase the use of the English language for the high proportion of second generation students who were living in the community. Community leaders also believed that they could encourage early entrance into vocational areas and strengthen the local work force by accelerating their school programs.

An evaluation of the Newark program indicated that the drop-out rate was significantly reduced after the year-round school was implemented. Perhaps the reason for the program being terminated in 1932 is that the school board found the accelerated students who graduated at the age of 14 lacked the maturity to enter the world of work. College entrance at that time was limited. One might also suggest that although the parents and teachers were not strongly opposed to the project, the economy of the early 1930's probably contributed to the termination of the program. At any rate, Newark has adhered to the 180 day plan for the past 40 years.[4]

The length of the school year gradually became more uniform throughout the country. In the year 1913, legislation was passed in New York which standarized the school year at 180 days throughout the state. There was nothing "magic" about the number 180. It was simply a compromise between the "reformers," who wanted year-round school,and the "farmers," who wanted school to be open only when the children were not needed on the farm.[5]

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[4] Cranston School Department,The Continuous School Year(Cranston School Department, March 1972) p. 4.

[5] The University of the State of New York, The State Education Department, The Impact of a Rescheduled School Year (Albany: The University of the State of New York, The State Education Department, 1970), p. 2.

By 1915, the nine-month school year (approximately 180 days) had become the norm in most parts of the nation. It has remained the norm since that time. Although the length of the school year has remained uniform for more than a half-century, it has been the subject of much discussion and considerable debate. The feasibility of extending the school year or altering the attendance pattern in some way has received wide attention.

At the same time, the 180 day school calendar has been defended as though it existed from time immemorial. In a special report to the Governor and the Legislature of the State of New York, the staff of the Office of Research and Evaluation, New York Department of Education made these comments:

> No evidence shows that the 180 day school is the perfect yardstick, yet we repeatedly have parents and teachers argue that children cannot endure a longer school year. They apparently need that summer to relax and enjoy the life which came into existence with suburbia. Yesterday's farm boy or girl had little free time in June, July, and August, but child labor laws opened the door to a new freedom in the cities and ultimately the summer became a dream world to many adults. They still see the barefoot boy trudging down the dusty dirt road, fishing pole on one shoulder and a string of fish on the other. Yes, nostalgic memories are pleasant, but today's children cannot find an unpolluted stream to fish in and who would trust his children to hike beside our modern highways.
>
> The evidence, if we look at the objectives of the elementary and secondary school, is all in favor of a longer school year, but few look at the length of the school year in terms of children's educational needs. Reference has been made to emotionalism, nostalgia, and the poor farmer, but the 180-day school calendar owes its existence to economics. The determining factor in the establishment of the length of the school year has been the amount of money people have been willing to spend on education. [6]

[6] Ibid., p. 2 - 3.

In recent years, rising school enrollments, growing school construction costs, and the constant search for excellence in education have renewed interest in rescheduling the school year. A variety of designs and plans exist.[7] A few have been attempted with varying degrees of success. The majority of the attempts to reschedule the school year during the last 50 years have been short-lived. The main reason given for the fact that the plans were abandoned was that the advantages which were supposed to have resulted did not materialize. In addition, many plans were put into effect without proper planning.[8] Since the middle of the 1960's, however, more diligent planning and ingenious designs have resulted in some extended school year programs that are apparently working.

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[7] Florida Department of Education, Extended School Year, A Special Report Prepared for the Florida Legislature (Tallahassee: Department of Education, n.d.), p. 1.

[8] Terence R. McKague and Glen H. Penner, Rescheduling the School Year, The Report of a Feasibility Study for Saskatoon Public Schools (Saskatoon, Saskatchewan: The Department of Education Rescheduled School Year Committee, 1971), p. 2.

SECTION II

RECENT EXTENDED SCHOOL YEAR EFFORTS - NATIONAL SCOPE

The year-round school movement has been growing for the last ten years at an ever-increasing rate. Districts have implemented different types of extended school years for a variety of reasons. The subsequent data will indicate:

1. Public and professional opinion of year-round schools;
2. The purposes of year-round education as perceived by local districts;
3. The number of students and districts involved in each type of year-round program; and the grade level of students involved;
4. Major problems as perceived by administrators.

The statistical section will be followed by a brief summary of the information.

1. Public and Professional Opinion of Year-Round Schools:

The Charles F. Keetering Foundation sponsors a yearly survey of national attitudes on educational issues. Among other questions, they asked, "To utilize school buildings to the full extent, would you favor keeping the school open year round? Each student would attend school for nine months over the course of a year. Do you approve or disapprove?" They received the following responses:

Approve	53%
Disapprove	41%
No Opinion	6%

The professional education group sample was even more favorably inclined towards this concept as reported in the following figures:

Approve	66%
Disapprove	30%
No Opinion	4%

The report continued to state, "The trend in favor of the year-round concept is

evidenced by comparing the 1970 figures with the present. In the survey two years ago, a total of 42% of the nation's adults approved, 50% disapproved, and 4% had no opinion. (Source: Phi Delta Kappan, Sept. 72)

2. Goals of Year-Round School Programs:

A. The frequency distribution chart (see Table I) indicates the reasons, and the ranking of reasons, which motivated districts to adopt a year-round calendar. It should be noted that approximately 43% of the response indicated educational purposes, and 57% related to administrative and organizational objectives. Unfortunately, given the manner in which the information was published, it is impossible to correlate a specific type of year-round school, such as 45-15 or quarter, to specific goals such as increased space or enrichment. The data was collected by the National Conference on Year-Round Education.

A) Table I

Goals	Goal Priorities										Total # Responses	% of Resp.
	1	2	3	4	5	6	7	8	9	10		
To increase space or use school facilities twelve months	12	8	-	2	-	1	1	1	1	-	26	16
To provide options to students, parents, and educators in terms of varying school attendance patterns	5	2	4	3	4	-	1	-	-	-	19	12
To serve as a catalyst for initiating change in the school program	4	2	5	2	2	-	-	-	-	1	16	10
To fully utilize instructional materials, equipment, textbooks	-	5	2	1	1	3	1	-	1	-	14	9
To provide enrichment for students	2	2	2	3	2	-	-	2	-	-	13	8
To provide time for curriculum revision and inservice training for teachers	-	2	5	1	1	1	-	1	1	-	12	8
To provide for pupil acceleration	1	2	1	2	2	1	-	1	-	1	11	7
To provide employment all year for the staff	-	-	-	-	1	1	2	-	2	1	7	4
To provide remedial experience for students	1	1	3	1	-	-	1	-	-	-	7	4
To provide time to teach an increasing body of knowledge	-	1	2	1	-	2	-	-	-	-	6	4
To compensate for a defeated bond issue	1	2	-	2	1	-	-	-	-	-	6	4
To save money	1	1	2	-	-	-	-	1	-	-	5	3
To assist high school students with employment	-	-	-	-	-	1	3	-	-	-	4	3
To avoid proposing a bond issue to the public	1	2	1	-	-	-	-	-	-	-	4	3
To help solve transportation problems	-	-	-	1	-	-	-	-	-	-	1	.5
To obtain data necessary for evaluation of educational value of year round schools	1	-	-	-	-	-	-	-	-	-	1	.5
To minimize learning loss	-	-	-	1	-	-	-	-	-	-	1	.5
To provide a better education program for students	1	-	-	-	-	-	-	-	-	-	1	.5
Better utilization of school year	-	-	-	1	-	-	-	-	-	-	1	.5
To improve educational program for children	1	-	-	-	-	-	-	-	-	-	1	.5
To improve instruction	1	-	-	-	-	-	-	-	-	-	1	.5
To provide classrooms for instituting a kindergarten program	-	-	-	1	-	-	-	-	-	-	1	
Totals	42	30	31	24	16	10	9	6	5	3		

B. Data collected by the Office of Program Development, New Jersey Department of Education, was collected from a sample larger than the frequency distribution chart. This survey as summarized in Chart II, indicated that approximately 51% of programs were implemented for education objectives and 49% for administrative or financial reasons. As above, this data cannot be correlated to categories of programs.

TABLE II

PURPOSE OF PROJECTS

(more than one could be checked)

Enrichments opportunities	24	15
Broader course offerings	19	12
Acceleration	10	6
Better space use	45	28
Better staff use	11	7
Device to effect other changes	10	6
Program improvement, general	20	12
All others	10	6
Not reported	8	6

3. Year-Round Programs by Type, Number of Districts, Number of Students and Grade Level:

TABLE III

NUMBER AND TYPES OF OPERATIONAL PROGRAMS

1.	45/15 staggered	37
2.	45/15 block	36
3.	45/15 modified	1
4.	50/15 block	1
5.	Quarter, voluntary	56(a)
6.	Quarter, mandatory	2
7.	Quinmester	7
8.	Flexible all year-continuous progress	6
9.	4 - 1 - 4 - 1 - 1	1
10.	Trimester	1
11.	Concept 6	1
12.	Extended summer	1
		130 (b)

(a) This figure includes the Texas Statewide program as one (1) tally; 186 of 1,092 districts now operational.

(b) This figure exceeds the 127 operational programs reported in Table I due to three districts operating two types of programs simultaneously, e.g., 45/15 staggered and 45/15 block.

Note: 91% of students are enrolled either in quinmester or quarter plans. This is due to large enrollments of Miami, Atlanta, and the State of Texas. Only 8% of the students are involved in a 45 - 15 or one of its modifications.

(Source: New Jersey State Dept. of Ed.)

TABLE IV

ESTIMATED DISTRIBUTION OF STUDENTS
IN OPERATIONAL PROGRAMS

1.	45/15 staggered	123,675
2.	45/15 block	17,350
3.	45/15 modified	510
4.	50/15 block	460
5.	Quarter, voluntary	1,500,000
6.	Quarter, mandatory	520
7.	Quinmester	123,775
8.	Flexible all year-continuous progress	5,200
9.	4 - 1 - 4 - 1 - 1	7,700
10.	Trimester	2,000
11.	Concept 6	1,100
12.	Extended summer	4.000

(Source: N.J. State Dept. of Ed.)

TABLE V

GRADE LEVELS INVOLVED
IN OPERATIONAL PROGRAMS

K-5	2
K-6	23
K-7	1
K-8	15
K-12	14
1-6	2
1-8	5
1-12	2
6-8	1
7-9	1
7-12	3
8-12	48
9-12	8
10-12	1
Not indicated	1
	127

(Source: N.J. State Dept. of Ed.)

4. Major Problems of Year-Round Education as Perceived by Administrators:

Among the most serious administrative problems generally associated with extended school year operations, the following were listed:

1) inadequate funds for operating extended sessions;

2) conflicts between schedules of schools operating on year-round and on traditional schedules;

3) teacher opposition;

4) community opposition; and

5) scheduling members of the same family in school during the same term.

(Source: Phi Delta Kappan, Jan. '74)

5. Summary:

From the information available, there appears to be a growing trend towards one form or another of year round education. Districts are participating for a variety of reasons which are evenly divided between educational and financial objectives. Though the figures are approximate, it appears that the source of this growth in recent years has come from major states or cities adopting a quinmester or quarter plan.

Four of the five cities compared the per-pupil of 45-15 operation to the per-pupil cost incurred in a traditional school year. The purpose of these studies was to determine the long-range effectiveness of the 45-15 in reducing the cost of quality education. Thus, each study attempted to separate start-up costs from on-going costs, and also attempted to separate start-up costs from on-going costs; and also attempted to project estimated savings in the capital budget (though these costs were not necessarily charged directly to the School Board) as well as the operating budget.

It should be noted in advance that the results of these studies varied significantly. The variance resulted from administrative or policy decisions made on issues raised by, though not inherent in, the transition to a 45-15. For example, in certain instances, the transition served as an excuse to increase teacher loads, thus reducing operating costs. Conversely, other districts used the 15 "vacation" days to increase opportunities for acceleration or remediation, thereby increasing costs for certified employees correspondingly. To compensate for this variance, a distinction will be made between those savings or costs which are necessarily a part of year-round education, and those created by decisions peripheral to year-round education.

It should also be noted that each district initiated at 45-15 as a partial response to rising enrollments. The additional 33% student capacity was used to house increased numbers of students without additional construction. The savings in capital outlay in each district thus results from an estimated reduction of new construction needed to house the additional enrollment. This portion of the "savings" thus neither reduced their operating budget, nor effected already committed capital outlay expenditures. The savings were simply a reduction of anticipated costs.

The Prince William Country Schools reported a 9.6 per-cent savings in 45-15 schools when compared to the traditional-term schools. The savings accrued in the following categories:

*Instructional Staff - teachers and aides were given proportional increases of 25 and 31 percent respectively for additional work days, and serving proportionally more students. However, the board used the transition to eliminate all salaried non-teaching days. Thus, the resulting 3 per cent per pupil cost reduction cannot be considered as having derived from the new calendar. In general, if the number of "paid holidays" and professional non-teaching days remain the same, and if the ratio of students to adults remains constant, the cost will also be constant. Slight savings might derive from a reduction in the number of sick and personal days.

*Support Staff - Support personnel were able to serve the increased students assigned to each building without additional help. Since all staff on 10-month contracts were given 12-month contracts, costs per school rose 8 per cent. However, since one-third more students were served, a 1.9 per cent per pupil saving resulted.

*Building - Greater economy in construction costs, financing costs, operation costs, and maintenance costs resulted in a 4.2 per cent per pupil saving. These savings are inherent in a 45-15 and long-term.

*Equipment - A 0.5 per cent per pupil saving occurred due to more efficent use of audio-visual equipment, classroom and library furniture, and other furnishings.

The cost-analysis of the Becky-David program, while less precise than Prince William, confirms the Prince William data. Becky-David estimated that they would realize a long term savings of 20% of projected building costs, that utilities and cafeteria operations would remain constant, or decline slightly on a per pupil calculation, and that maintenance costs for labor would be significantly reduced. Becky-David reported that any variation in instructional costs, for either personnel or materials, were contingent or independent policy

decisions rather than the 45-15 plan.

Introduction

Almost all cities operating a 45-15 program have attempted to document:

1) the nature and extent of their financial savings;

2) the attitude of students, staff, and community towards the program; and

3) the differences in student achievement between year-round and traditional schools.

Within certain limits, estimates of the effect of a 45-15 on Hartford's schools can be based on these evaluations.

This ability to establish a set of reasonable expectations is limited by a series of constraints:

A. inadequate evaluation methodologies;

B. the use of "evaluation" for public relations;

C. the economic and social differences between the evaluation sites and Hartford.

The inability of educational research to firmly establish causal relationships also limits the usefulness of the information. For example, the Lowell School in Chicago demonstrated a two year average increase in reading scores after the implementation of a 45-15 plan. While this gain is impressive, its cause is difficult to determine. In addition to the alteration in the calendar, the school received a new principal, reduced class size from 42 to 28, experienced a 25% changeover in staff, introduced bi-lingual and other special programs. Thus, the gain in reading scores resulted from a combination of factors: the introduction of the 45-15, plus other significant innovations both related and unrelated to Year-Round Education.

Given these limitations, no evaluation conducted in another city can be expected to either prove or disprove the value of an Extended School Year in Hartford. However, if carefully selected for validity, the documented experiences of other cities can permit the study to anticipate a range of possible effects of a 45-15. Prior evaluation can determine what Hartford can reasonably expect.

The Evaluation of Operating 45-15 Plans

Data has been selected from five cities: Prince William County, Virginia; the Becky-David School in St. Charles, Virginia; Valley View (Romeoville) Illinois; Chula Vista, California; and La Mesa - Spring Valley, California. The five towns have populations ranging from 20,000 to 40,000 and have differing social and economic characteristics. The information from these communities has been summarized into three categories: student acheivement; cost analysis; and parent, student, and teacher attitudes. Each sub-section concludes with a factual summary of the information. The concluding portion of this research report assesses the implications of the information for the Hartford feasibility study.

Student Achievement

Each city evaluated the effects of the 45-15 plan on academic achievement by comparing gains on standardized achievement tests in year-round schools with selected control schools. Students were tested before the program began and during its operation at appropriate intervals. Districts used a variety of measurement devices such as the Metropolitan Achievement Test, Otis-Lennon Mental Ability, Stanford Achievement, and the Cooperative Reading Test. The research designs attempted to compensate for or eliminate differences in the characteristics of the sample populations to assure the validity of the comparisons.

Prince William County selected a random pool of sixteen 45-15 classes and eleven control classes. They reported that while there were significant differences in achievement among classes, these differences could not be accounted for by the type

of school. Neither the 45-15 nor the traditional 180 calendar could be credited with an advantage in raising acheivement scores.

Using a less rigorous methodology, Becky-David compared achievement in reading and math at each of three grade levels. The differences in gains were found to favor the control group in both reading and math at the fourth grade level. Results from Chula-Vista and Valley View are equally inconclusive, tending to have little statistical significance or marginally favor the 45-15 or the control without apparent reason.

La Mesa interpreted their results conservatively, citing differences in teaching style, academic ability, and differing amounts of student mobility as also effecting the evaluation data. Taking these considerations into account, their findings did suggest that students in 45-15 performed as well as students on a traditional or 9-month calendar. Specifically, they claimed a greater increment in reading scores at the primary level under the year-round school and a greater increase in reading at the intermediate level, though students with the nine month calendar showed increase in math scores.

Summary: From the available research, it appears that a 45-15 neither significantly helps or hinders student achievement as measured on standardized tests. While results from these tests varied from classroom to classroom, there was no causal relationship between this variance and any change in the calendar. There did appear to be some evidence that an Extended School Year program, when coupled with other educational innovations, could have a substantial impact on student achievement, though this evidence was not conclusive.

The attitudes toward a 45-15 reported by the districts were generally positive. To a certain extent, this impressive support derives from the benefits which a year-round program has provided. On the other hand, these attitudes also result from forced comparisons between the 45-15 and other available alternatives such as double-sessions, larger classes, or significant increases in rates of taxation. Thus, while the favorable climate of opinion is significant, it is difficult to determine attitudes about a 45-15 program, as compared to a 45-15 as the least objectionable alternative.

Students: In Prince Willian County, 60% of all fourth graders liked going to school on a 45-15 better, with 17% feeling neutral. While 67% of all seventh graders liked it better, with 14% feeling neutral. Approximately 60% of the sample cited "more breaks, more often," as an advantage with 23% stating that they did't get as bored with school or as bored with vacation under a 45-15. When asked for disadvantages, 20% seventh graders and 7% of the fourth graders stated that the new calendar caused vacation problems. Small but significant numbers (i.e. 20-30%) citied difficulties with friendships and participation in extra-curricular activities. In general, however, 82% of the fourth graders and 72% of the seventh graders stated that the 45-15 had not caused them any additional problems either in school or at home.

In Chula Vista, California, results indicated that boys in traditional schools and in year-round school did not differ significantly in their attitudes about school, nor did second grade girls. Fifth grade girls in ESY programs were slightly less favorable than girls in traditional programs. No evidence is presented to explain this difference. In general, students commented favorably

about the spaced vacations, the increased number of vacations, the decreased learning loss over vacations, and that they did not get so bored with either home or vacation. Pupils disliked the shortness of vacation, the heat during the summer, and the vacation conflict with parents and friends.

Staff: In Prince William County, 86% of staff felt that the 45-15 makes it possible for students to learn more efficiently. Specifically, 32% cited more student interest, more motivation, and less need for review. 13% of the staff cited better teaching conditions, and 17% believed it was a "better" educational design. As disadvantages, the staff cited the lack of recreational opportunities for students during vacations, interference with family vacation patterns, problems in scheduling and disruption of personal relationships with students. On a more personal note, 45% of the staff indicated that they preferred the staggered vacation patterns.

Valley View conducted a longtitudinal study attempting to assess the gain or loss in support for the program among the staff from 1970 to 1972. Staff agreed with the statement that families had gotten used to the vacation schedule, and felt, generally, that the program had made their attitude more positive. They disagreed with statements that absenteeism had increased in the summer or that it was harder to teach in the summer. Interestingly, the staff disagreed that the 45-15 was the most exciting educational innovation that they had ever participated in, though they endorsed the change without reservations.

Chicago and Chula Vista also reported gradual development from a marginal to a whole-hearted acceptance of the program by teachers. This could be due to either overcoming the initial resistance to change, the resolution of administrative details, or a general acceptance of the inevitable.

Community: Prince William reported a very high (72%) degree of support for the plan among parents and other members of the community. 30% of those sampled stated that their opinion had changed since the program began, with 88% of that sample coming

to support the plan after initially opposing it. The advantages cited were, in order of significance: improved education, shorter vacations, better utilization of facilities, varied vacation times, and less boredom for students. The disadvantages cited were other children on semester plan, changes in living patterns, and educational problems. These disadvantages were expressed by less than one-fourth of the parents polled.

At Becky-David, after one year of operation 54.3 per cent of the parents found the 3-week vacation more desirable and 83% preferred the year-round plan. 40% felt their child preferred the year-round plan, with 22.6% feeling child preferred a 9-month plan and 20.1% feeling the child expressed little opinion. In Chula Vista, the comment made by parents are best summarized in this chart:

(See page 22)

Summary: Support of year-round education from parents, staff, and students appeared s trong. Also, it was evident that the level of support increased as they gained familiarity with the operation of the program. To what extent this support was contingent on the undesirable characteristics of other alternatives is not known.

Chula Vista, California

COMMENTS MADE BY PARENTS

Positive Comments	Percentage of Parents Who Made Comment
Academic advantage	58%
Motivation increased	51%
Interession worthwhile	35%
Vacation at times other than summer	24%
Savings on school clothes	19%
Children kept off streets	13%
Efficient use of school plant	11%
Can see child more often	8%
Better plan for working parents	6%
Sibling relationships aided	2%
Neutral Comment	
Junior-Senior High School should go year-round	19%
Negative Comments	
Disrupts vacations	18%
Hard on clothes	6%
Hard for working mothers	6%
Cannot do things as a family	4%
Do not like combination classes	4%
Academic disadvantage	3%
Intersession does not meet expectations	3%
Staggered cycle is confusing	3%

The Educational Research Service provides this summary of the available research:

> "Evaluations of year-round programs are both limited in number and generally inconclusive in nature. In most cases the evaluations identify program outcomes that were dependent upon a particular interaction of educational variables. Researchers have had difficulty in isolating a year-round design (and its effects) from other variables (and their effects) such as curricula design, classroom structure, and experience or expertise of teaching. Consequently, the measurable differences that have been recorded between year-round and traditional schools cannot be viewed conclusively as the result of year-round operation."

In brief, year-round schools do not necessarily have any effect on students attitudes or performances. While there is evidence that a calendar change, when implemented in conjunction with other innovations may have an impact on the educational process, it would be invalid to ascribe this impact solely to year-round schools. The policy implications of the research support the notion that a 45-15 can be an effective educational tool, but only if utilized as part of a larger process of planned change.

I. Plan Identification - Clarion Flexible All-Year School

A. Key Term Description - Flexible All-Year School

B. Where - Research-Learning Center, Clarion State College, Clarion, Pennsylvania

C. When - A research demonstration model of the flexible all-year school was scheduled to begin operation in the summer of 1972.

D. Goals/Objectives - The flexible all-year school is designed to adapt the educational process to the needs of the individual and the changing society and to make optimum use of time.

E. Calendar - There is no beginning or end of a school year. Children enter school whenever they are ready. The flexible all-year school operates year-round, continuously, like a bank, store, or service station. Both instruction and time are individualized. Any child, or teacher, can take his vacation any time of the year, for any length of time needed, then return to school without loss of continuity. There are no scheduled vacation periods. The child can take a vacation whenever he has something better to do, or he can stay in school as long as he wants.

F. Individuals Identified with Plan - Dr. John D. McLain, Director, Research-Learning Center

II. Curriculum - Very little specific information is available concerning the curriculum of the Clarion Flexible All-Year School. The curriculum is reported to be very similar to that of the Wilson Campus School

of Mankato State College in Minnesota. Instruction is individualized with the curriculum centered around the interests of the individual learner, allowing each to pursue any study he chooses. Pupils do not automatically remain in school for any length of time. They remain in school until they have something better to do, whether it is going to college, another training program, work, or some other appropriate activity.

III. Staffing - No information reported.

IV. Facilities - No information reported.

V. Financing - No information reported.

VI. Additional Information - The officials of the Clarion Flexible All-Year School believe that a school such as the one they have designed will emerge as the institution most capable of meeting the educational needs of a technologically-advanced, rapid changing society. In the long run such a school will likely be the most economically efficient as well.

I. Plan Identification - Dade County Quinmester Extended School Year Program

A. Key Term Description - Quinmester

B. Where - Dade County School District, Miami, Florida (Grades 7-12)

C. When - On August 14, 1969, the Dade County School Board authorized the Division of Instruction to conduct a plant utilization study to consider alternate plant utilization strategies that might be employed in Dade County Schools. The idea for the Quinmester Program emerged and a pilot quinmester program began on June 14, 1971, at Miami Springs Senior High and at four junior highs: Henry Filer, Hialeah, Palmetto, and Nautilus. In the fall of 1971, two more senior highs, North Miami Beach and Miami Beach, joined the initial five schools.

During the 1972-73 school year, a total of seven senior high schools and 12 junior high schools are operating under the quinmester design. During the 1973-74 school year 36 schools are operating under the quinmester.

D. Goals/Objectives - The major goals underlying the implementation of the quinmester program in Dade County were:

(1) more efficient utilization of facilities and resources, and

(2) extensive curriculum revision.

E. Calendar - The quinmester calendar divides the school year into five nine-week (45 day) sessions. Pupils must attend school for four quinmesters (180 days) out of the five quinmester (225 days) school

year. The fifty (summer) quinmester is equal in all respects to the four quinmesters in the regular 180-day program. Students attending the fifth quinmester may elect to vacation during a quinmester during the regular school year, may elect to accelerate their graduation from high school by attending five quinmesters during the academic year, or may use the fifth quinmester for enrichment or remedial experiences. Traditional holidays are observed during the 11½ month school year.

F. Individuals Identified with Plan

Dr. E. L. Whigham, Superintendent of Schools, Dade County
Dr. Leonard Britton, Associate Superintendent for Instruction
Martin Rubinstein, Project Manager, Quinmester Program

II. Curriculum - Among students, teachers, and principals, the strongest point of the quinmester program is curriculum revision. "Mini-courses," based on the 45-day instruction periods have been and are currently being developed. Approximately 1300 quinmester courses will be offered in college-like catalogues by the summer of 1973. Curriculum committees composed of parents, students, teachers, and subject area consultants have been employed to develop and package the nine-week courses. Full academic offerings are provided in each quinmester. This allows great flexibility to pupils in their curricula choices.

III. Staffing - Under the quinmester design, some teachers are on a 10-month contracts working for only four quinmesters while others are on 11½ month extended contracts and teach for five quinmesters. Those teachers on extended contracts are compensated accordingly.

IV. Facilities - It is felt that the quinmester program makes possible better use of existing regular school facilities. Theoretically, the quinmester design with mandated attendance patterns has the potential to increase the capacity of existing school facilities by 25 per cent. This increase could also be realized if student choice happened to equalize enrollments during all terms. This, however, probably will not happen.

V. Financing - Financing for the quinmester project has come from both local and state funds.

I. Plan Identification - Atlanta Metropolitan Area Optional Four Quarter Plan. Mandatory attendance for three of the four quarters in each academic year.

A. Key Term Description - Optional Continuous Four Quarter Plan

B. Where - Atlanta, Georgia Metropolitan Area (Grades 9-12). The Atlanta Public Schools and the districts of the surrounding metropolitan counties cooperated in the original planning to develop the four quarter plan. Implementation, however, has been on an individual basis. The Atlanta Public Schools is the only district to fully implement the plan for all of its high schools. The other districts offer the fourth quarter in selected schools.

C. When - The Atlanta Four Quarter Plan was implemented in the fall of 1968 at the secondary level. Twenty-six metropolitan high schools were initially involved.

D. Goals/Objectives - The primary purpose of this program is to increase the quality of education for the youth of the Atlanta area, not to save money. It is noted that relief for overcrowded school facilities, student acceleration, and better use of school facilities on a year round basis may be possible by-products of the Atlanta Plan.

E. Calendar - The Georgia State Legislature agreed to shorten the regular school year for high school students by three days (180 - 177) provided that a regular academic program was offered during the summer quarter. Atlanta school officials originally desired a calendar made up of four quarters of 55 days each. However, to meet state guidelines, the

original calendar of operation provided for three 59-day quarters and one 52-day quarter.

The first quarter begins in September and the fourth quarter ends in August. This allows for a few days vacation between each quarter and for the usual regular holidays.

The plan ultimately calls for the student being required to attend school during three of the four quarters each academic year. Initially students were required to attend school for the first three quarters of each year and exercise an attendance option during the fourth quarter. Fully implemented, the Atlanta Plan allows the student to exercise the attendance option during the quarter of his choice. He may elect to attend any three out of four. Any combination of three quarters attendance during a four quarter academic year meets the attendance requirement.

F. Persons Identified with Plan

Dr. John W. Letson, Superintendent, Atlanta Public Schools
Dr. E. Curtis Henson, Assistant Superintendent for Instruction, Atlanta Public Schools

II. Curriculum - Prior to the adoption of the Atlanta Four Quarter Plan, it had been nine years since overall major curriculum revision had taken place. This plan was viewed as one vehicle through which major curricula renovations and educational opportunities could be realized.

In the two years prior to implementation of the plan, intensive efforts were made to examine and, in most instances, completely rewrite the high school curriculum. Courses were designed to be as autonomous as possible with a minimum dependence on sequential ordering. Of the approximately 860 quarter courses developed, about 70 per cent are independent and may be taken without regard to sequence. This large

number of courses has made possible a wide flexibility option of course selection for Atlanta high school pupils. Very few specific courses are required for graduation, though the number of graduation credits in a given area has not been reduced.

The Carnegie Unit has been abandoned in favor of a more flexible credit hour system. Each course element that is satisfactorily completed will net the student a certain number of credit hours according to the number of hours of instruction per week. The maximum student load is six full course elements per quarter. A full course element has five hourse of instruction each week. Maximum credit that may be earned in a given quarter, therefore, is 30 quarter hours. A total of 375 quarter credits are needed for high school graduation. This total includes eighth grade credits. Effective for the graduating class of 1974, this total has been increased to 405 quarter hours in the Atlanta Public Schools. This increase does not apply to other schools in the metropolitan area.

III. Staffing - Salaries for teachers are on an index schedule based on 190 days of employment. No faculty member is required to work during the summer quarter as part of his annual contract. All who volunteer to teach beyond the 190-day period are paid at the same rate as during the previous three quarters. Normally there are more applicants for summer teaching that there are positions available.

IV. Facilities - No significant information reported.

V. Financing - During the two years planning and preparation phase of the Atlanta Plan, approximately $1 million in federal grants were made available. In the first quarter of operation the four quarter plan cost Atlanta an extra $1.8 million. No cost information is reported by the other metropolitan districts.

It was anticipated that some financial assistance will eventually be made available by the State of Georgia, but presently the full cost of the fourth quarter in the Atlanta City Schools is paid from local funds, except for certain projects which utilize federal monies. To help offset increased costs the students who exercise the option to attend four straight quarters in the other metropolitan area schools must pay for the fourth term, $20 for the first subject and $18 for each additional subject. The total amount that must be paid to take a full load is $96.

VI. Other Information - Very little data are available to use for purpose of evaluating of the Atltant Four Quarter Plan. Apparently it has been accepted by students, teachers, parents, and the community at large. There has been no noticable trend among students to exercise their option of taking vacations during the fall, winter, or spring quarters. There are indications, however, that many students are attending the summer quarter to either accelerate their studies or to take special courses for enrichment purposes.

I. Plan Identification - Valley View 45-15 Continuous School Year Plan (A Modified Four Quarter Plan) Man[illegible]y as opposed to voluntary attendance.

A. Key Term Description - 45-15 Continuous School Year Plan

B. Where - Lockport, Illinois (an elementary school district located 35 miles southwest of Chicago, Will County, Illinois).

C. When - The Illinois Legislature amended the Illinois School Code on June 29, 1970, giving local school boards the authority to operate on a full (extended) school year plan. The Valley View attendance schedule formally began on June 30, 1970.

D. Goals/Objectives - The primary goal was efficient utilization of classroom space without being forced to resort to split or double shifts. The plan was implemented to relieve the of the necessity to acquire additional classrooms (two 30-classroom buildings - estimated cost of six million dollars. The fast growing district had reached the legal limit of its bonding power for construction of new schools. The Illinois State Legislature mandated that all school districts offer kindergarten in the elementary schools by July 1, 1970. This added to the normal anticipated increases in student enrollment. The 45-15 Plan was "born of necessity"; its major goal, economy.

E. Calendar - Briefly, the Valley View 45-15 Continuous School Year is a scheduling system that utilizes the school facilities throughout the whole year and is organized as follows:

(1) The pupil population is divided into four equal groups - A,B,C, and D. Children in the same family are always placed in the same

time schedule unless the parent requests differently. Attempts, not 100 per cent successful, have been made to group students according to geographical attendance zones corresponding to the A,B,C, and D group schedules.

(2) A calendar has been made up for the next five years. Legal holidays, Saturdays and Sundays, a full week at Christmas, a full week at Easter, and at least one week in July have been designated as times when the school is closed.

(3) Each of the four groups of pupils will attend 45 class days and and then have 15 class days vacation.

(4) By staggering the starting date of each group, only three of the groups will be attending classes on any one class day.

(5) Teachers and classrooms are scheduled. Because of the size of the pupil population, electronic data processing facilities are necessary for scheduling.

(6) The four groups always stay in the same order of rotation. In a calendar year each group will attend classes 180 days, four sessions of 45 day per session.

Individuals Identified with Plan

Kenneth E. Hermansen, Superintendent

James R. Gove, Assistant Superintendent

James D. Bingle, President, Valley View Board of Education

(1970)

II. Curriculum - The 45 days of class are so much like the previous grade reporting perior that little curriculum revision has been necessary. In Valley View, where saving dollars was the criterion, the traditional schedule was simply accommodated into four 45-day terms. No major curriculum revisions were made although scheduling of pupils is now done by computer.

The 45-15 plan does have provisions for improved flexibility in curriculum planning. Some subjects were previously "stretched out" or "squeezed into" two semesters, which in most school districts is the traditional nine-month school period. The 45-day learning period does provide a more practical time sequence for incorporating those subjects that fit better into a shorter or longer time span. Additional time is also available for adding specialized subjects whose content cannot be justified in terms of semester or yearly time blocks.

III. Staffing - Under the Valley View Program the teacher is provided with several employment options. Although there are five basic teaching contracts, there are 22 possible contract arrangements that are being used. The district pays a per diem rate since all teachers do not work the same number of days. He can be employed for the same period of time as the group taught, thus teaching 45 class-days followed by a 15-day vacation. Or, the teacher may agree to continue to teach the next 45-day session. Under this arrangement employment of up to 11½ months is possible. Teachers who have agreed to teach 11½ months (244 days) in the Valley View district will earn one-third more than under the traditional nine-month (184 days) salary schedule. According to Valley View officials, the rate of teacher turn-over is down from previous years. Of the 240 teachers employed, 98 per cent of the men chose to work longer than the traditional school year as did 45 per cent of the women teachers.

Faculty members were given maximum possible freedom in selecting the length of their contracts, varying from 184 to 244 days for one fiscal year. This apparently accounted for the 77 per cent who were happy about the length of their contracts, compared to nine per cent who expressed dissatisfaction. An even larger number, 80 per cent, were satisfied with the attendance group to which they were initially assigned, though this was not an important question to most of those

who had 244-day contracts.

IV. Facilities

A. Short Term Impact - The need to construct 60 new classrooms was postponed. The number of classrooms available was automatically increased 33 per cent without any additional construction. This allows the district to teach up to one-third more students with its present facilities and teaching staff without double shifts, overcrowded classrooms, or other undesirable features often faced by financially limited growing school districts.

B. Long Term Impact - The 45-15 Continuous School Year Plan does not eliminate the need for eventual capital outlay for building construction and should be viewed as a stopgap measure, simply postponing such needs. It gave this district the equivalent of two 30-room buildings and saved $6 million in building costs - at least until the growth in school population overtakes the space gains made by the plan. In such a fast growing district this is foreseen within several years.

C. Maintenance - Time for school maintenance must be considered by any district embarking upon a year-round plan. With careful forethought and advance planning, most major maintenance projects, disruptive to class sessions, can be performed during times all four groups are not in school. For Valley View's 1970 - 71 school year, there were three such periods, the first during Christmas vacation, another in April during a week of spring vacation, and the third in late June and early July when almost two weeks are available as the district adjusts its schedule to fit the calendar of the coming year.

V. Financing - As the district grew the residents approved 19 various bond issues and tax rate increases. In 1967, the district reached its legal bonding limit and began searching for alternative money for construction. Today

it can be said that the alternative has been found in Valley View Plan, a plan formulated by the entire school district.

Instantly upon adoption of the 45-15 plan, Valley View gained one-third more in building construction without laying the first brick. This is the equivalent of a six million dollar tax avoidance. It is believed that other economies came with the 45-15 plan. There is no interest to be paid on bond issues for construction. No principal or staff members had to be hired for new school buildings. There were no extra janitors or office clerks needed for these additional facilities. There was no depreciation of the new buildings, no new grass to cut, no more desks to buy or libraries to equip. Valley View now needs only three-fourths the number of buses that would have been needed and three-fourths as many textbooks, microscopes, tape recorders, and other devices.

The financial picture, however, is not all favorable. Valley View school officials are careful not to imply that there has been substantial savings in their program. Maintenance and administrative costs are now higher. Although fewer teachers are needed, they are needed for a longer period of time. This has resulted in an increase in the total for teacher salaries. Transportation costs are slightly higher, although fewer buses are needed.

Other than the temporary tax avoidance realized because of buildings not constructed, it has yet to be determined if the district is actually saving money on an annual basis.

SECTION III

PLANNING AND IMPLEMENTATION OF THE HARTFORD EXTENDED SCHOOL YEAR FEASIBILITY STUDY

WHAT IS THE EXTENDED SCHOOL YEAR FEASIBILITY STUDY?

The school board has received a grant of $29,000 from the Hartford Foundation for Public Giving to study what effect changing the school calendar would have or if it should be changed. We will be considering the implications of rearranging the vacation schedule, and extending the number of instructional days.

WHAT ARE OUR GOALS?

The goal of the study and the Steering Committee is to submit to the Board of Education a report which will clearly state the advantages and disadvantages of an Extended School Year. We will be looking at how these changes would affect the cost of our schools, and whether or not they will provide a better education for our students.

WHO WILL BE INVOLVED?

In addition to a full-time director, the study will involve a resource group of Capitol Region educators from the Hartford Cluster, Nova University, a community based steering committee, and the staff of the Hartford Public Schools.

HOW THE REPORT WILL BE PRODUCED

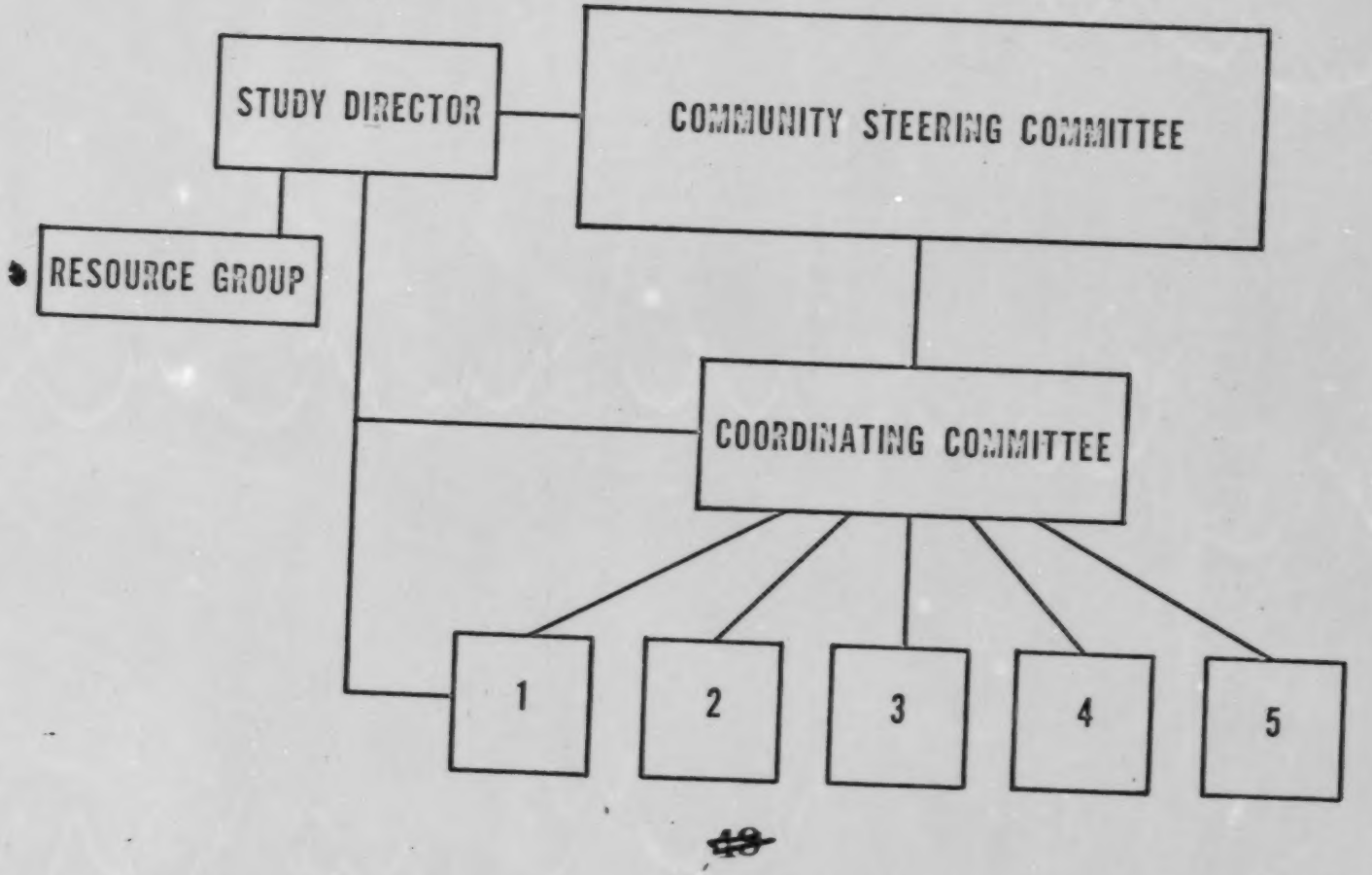
Different groups of people are working together to develop the most comprehensive report possible. When the time comes to write the report, the function of the sub-committees will be to develop initial recommendations. We will then formulate these five documents into a single draft. This draft will then be submitted to the Steering Committee for their approval, and finally submitted to the Board of Education for consideration.

HOW LONG WILL THE STUDY TAKE?

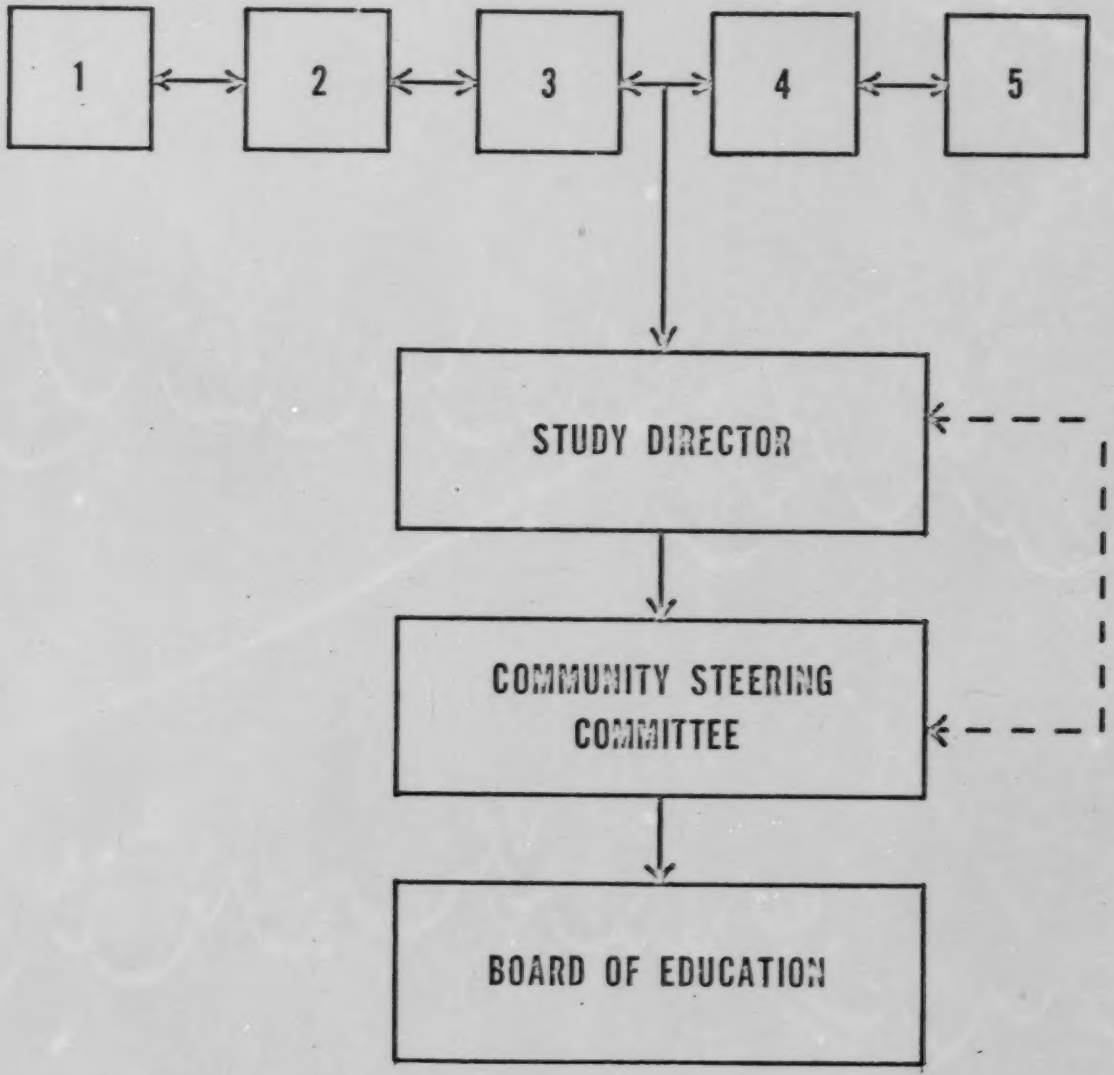
A preliminary draft of recommendations should be completed by June 1, 1974. The final report of the study, which will include reactions to the preliminary plan, will be submitted prior to July-August, 1974.

Extended School Year

Organizational Chart



How Recommendations Will be Made



EXTENDED SCHOOL YEAR - STUDY PLAN

I. The Operation of Extended School Year Plans

- A. Description of developed extended school year plans
- B. Summary Listing of extended school year plans in operation
- C. On-site investigation and discussion of extended school year
- D. Evaluation of extended school year plans in operation

II. The Instructional Value of the Extended School Year

III. Curricular and Instructional Concerns

- A. Policy Issues
  1. accountability
  2. acceleration and remediation
  3. community involvement
- B. Instructional Content and Sequence
  1. science, math, English, career education, work study, etc.
  2. scheduling of student's day
- C. Opportunity for Alternative Programming

IV. Staff Organization and Development

- A. Professional Needs
  1. planning
  2. curriculum development
  3. readiness and behavior
- B. Contractual Implications
  1. salaries
  2. conditions of employment
- C. Staffing Needs and Options
- D. Staff Development
  1. in-service
  2. teacher training
- E. Vacation schedules

V. Utilization of Facilities

- A. Renovation Costs
- B. Pupil Enrollment/Building Use Projections
- C. Maintenance
- D. Building use by non-school groups
- E. Implications for district boundaries

VI. Extra-Curricular Activities
- A. Athletic
- B. Scholastic

VII. Administrative Concerns
- A. State and Federal Aid
  - 1. regular
  - 2. categorical
- B. Record-Keeping
  - 1. instruction
  - 2. attendance
- C. Teacher and Staff Evaluation
- D. Supply Logistics
- E. Cafeteria Operations
- F. Substitute Availability
- G. Out of District Transfers
- H. Transportation
- I. Parochial School Operation

VIII. Pupil Personnel Services

- A. State Aid Formula
- B. ALC
- C. Services to Handicapped
- D. EMR
- E. Speech and Hearing
- F. Guidance
- G. Psychological Services
- H. Social Work
- I. Attendance and Community Services
- J. Health Services
- K. Home Instruction

IX. Community Impact

- A. Job Market
- B. Industrial Vacation Patterns
- C. Family Unit Concerns
  - 1. baby-sitting
  - 2. social isolation
  - 3. continuity of plans - high school vs. elementary
  - 4. potential employment
- D. Community Involvement in the Schools

X. Community Services and the Extended School Year

- A. Public Services
  - 1. police
  - 2. fire
  - 3. medical
  - 4. protective services
  - 5. welfare department
  - 6. recreation department
  - 7. supportive educational programs
  - 8. employments programs
  - 9. institutions of higher education

B. Private Services
   1. church
   2. welfare
   3. recreation
   4. camping
   5. supportive educational programs
   6. institutions of higher education

XI. Public Opinion of Extended School Year Plans

A. Parents
B. Students
   1. senior high
   2. middle school
C. Organized Groups
D. Business & Industry
   1. educational value
   2. job market

STUDY PROCEDURES

The following outline represents the organizational format that will be used to structure the conduct of the feasibility study.

1. Objectives

The study will make recommendations based on the potential of a reorganized or extended school calendar to:

a. provide opportunities to increase individualization

b. increase flexibility in curriculum design

c. facilitate alternative programming

d. promote an efficient and accountable use of resources

e. provide a more effective learning pattern

The effect on learning and teaching, in addition to the recreation and work patterns of the community and teaching staff will determine the consideration given, if any, to the full or partial adaptation of an extended or reorganized school year.

2. Procedures

a. DATA COLLECTION - In concert with the advisory committee, the study team will collect information and opinions from professional literature, site visits to ESY programs, the staff of the Hartford School System (i.e. staff vacation preference, staff opinions on curricular design, pupil enrollment projections) and from the community about employment and vacation patterns.

b. DATA INTERPRETATION AND ANALYSIS - Once the data has been collected, it will be analyzed and conclusions will be drawn about issues under study.

c. PLAN FORMULATION - Reports will be submitted to the Steering Committee for comment and modification. Once all the information has been collected and interpreted, this information will form the basis for the selection of an extended or reorganized school year plan. At this point, it is possible that the study, and the Steering Committee, will conclude that NO change in the

present calendar will be of sufficient value to the school system.

d. REACTION - This plan, if any, or proposal of the study committee, will then be circulated to parents, staff, and administrators to sample their reaction. These reactions will form a significant portion of the final report given to the Board of Education.

e. FINAL REPORT - The concluding document will take one of three formats, depending on the result of the study. The document would either refrain from recommending any modification in calendar and state the reasons, make a specific recommendation of a plan for full or partial implementation, or present a concise statement of the advantages and disadvantages of a proposed alteration for Board consideration.

3. TIME SCHEDULE

Task	Date of Completion
a. Data Collection	Jan. 1
b. Data Interpretation and Analysis	Feb. 1
c. Plan Formulation	Mar. 1
d. Reaction	Apr. 1
e. Final Report	July/August

SECTION IV

FEASIBILITY STUDY REPORT

CURRICULUM AND INSTRUCTION COMMITTEE

The Curriculum and Instruction Committee was unable to reach a consensus on the educational value of an Extended School Year Program for Hartford. Of the four members present, two were strongly opposed to any implementation, one person was strongly in favor of a pilot, with a fourth seeing merit in the concept, but not sufficient merit to warrant a further expenditure of resources. This report will attempt to briefly convey the rationale used to support each position. For further information, please refer to the Summary of Evaluation Data Summary of the Teachers and Administrators Report. (Page 56)

In Favor of a Pilot Program:

It was agrued that the schools, as they are presently structured, inadequately meet the needs of each, individual student. It was felt that many problems are created by the organizational constraints of the curriculum, rather than problems in the quality of the teaching staff. It was their hope that an Extended School Year would mandate remedies to these constraints, and also, by challenging traditional assumptions, create a climate which would support further growth and development.

For example, the rigidity of the semester system fosters absenteeism and academic failure. If a shorter, more flexible course schedule was utilized, e.g., a 45-15, the high schools would be better organized to meet student needs by more quickly responding to academic opportunities and difficulties. Further, this new organizational structure would create the opportunity for revision of the curriculum at all levels of instruction. While this revision is not inherent in an ESY, the program could provide a much needed catalyst for change.

Insufficient Merit to Warrant Implementation:

Another member stated that while he agreed with some of the previous comments regarding perceptions of the need for innovation, he did not see the Extended School

Year as the most effective change agent. He felt that an ESY could create greater flexibility, and provide opportunities for acceleration and remediation, but at the price of additional problems and confusion.

It was also stated that, at the elementary school level, where individualization has already occurred, the ESY would have little effect as a catalytic agent. He cited the experience of other districts to illustrate his point that an ESY would have little direct instructional benefit to Hartford's students. In sum, while he saw merit in the program, particularly in the use of the 15-day "vacation" periods for instruction, he felt that the advantages were neither unique to a 45-15, nor did they outweigh the problems in implementation of the plan.

In Opposition to Full or Partial Implementation:

Other members cited a series of reasons for completely rejecting a 45-15 plan. They stated that, in the last five years, the Schools have been the subject of too many "experiments" and "innovations." They felt that now Hartford needed to stop and re-examine what we are doing now, rather than plunge into yet another highly questionable "innovation."

They also citied several specific problems which the program would cause for the school and for the family. They felt that the increased complexity in the scheduling arrangements would increase absenteeism and the number of dropouts. They also believed that the shorter periods of instruction would prevent teachers from getting to know students as individuals, and increase the disruptions caused by the phasing in and phasing out of cycles. The 15-day vacation would also cause problems by increasing the frequency of learning loss; and make the identification of students in school properly or improperly difficult if not impossible. There would also be an increased level of disruption of classes by out-of-school students.

Finally, it was argued that the 45-15 would disrupt the family which would then have a negative effect on education. The change in the vacation schedule would make it impossible for working mothers to arrange for supervision of their children,

family vacations might not coincide, and adequate vacation programs would not be available. This lack of supervision for out-of-school students would be harmful for the development of the children and increase the incidence of juvenile delinquency in the city.

STAFF ORGANIZATION AND DEVELOPMENT

Introduction: The report is presented in three parts: 1) a statement of base premises or preconditions; 2) a listing of advantages and disadvantages; and 3) an explanation of that list from the perspective of the teachers, the community, and the instructional process.

Three Base Premises:

1. Any decision to pilot or implement an Extended School Year in the City of Hartford must involve administrators, teachers, community members and students.
2. If the program is going to be undertaken, there must be a firm commitment to a long-term funding, by the City of Hartford, for any possible additional operating costs during the 180 day school year and for programs during the 15-day vacation periods.
3. Decisions should be made on the basis of what is best for education in Hartford while considering the characteristics and needs of particular communities and individual schools.

Advantages of the 45-15:

1. Language improvement for bi-lingual child; continuity of hearing and speaking English;
2. Continuous instruction in all special education areas;
3. Opportunities to attend school more than 180 days for remediation and enrichment;
4. Opportunities for teachers to teach more than 180 days if desired;
5. Teachers on 15-day break may substitute;
6. Increase teacher effectiveness;
7. Give teachers increased opportunity for planning;

8. Shorter period of interruption between learning periods;
9. Possibility of lessening the rate of mobility;
10. Flexibility in curriculum planning;
11. True individualization and non-gradedness could be achieved;

Disadvantages of the 45-15:

1. Potential for higher absenteeism;
2. Clothing for winter vacations;
3. Adequate vacation programs (recreational, social) for fall, winter and spring;
4. Family vacations would not coincide with school vacations; i.e., industrial plants closing for 2 weeks;
5. Might deter middle-class families from moving into Hartford;
6. Problems of setting up and closing open classrooms or any classroom set up on an individualized continuous progress plan;
7. Lack of continuity; starting and stopping every 9 weeks;
8. Increased expenditure to run vacation programs;
9. Disruption by out-of-school students;
10. Air-conditioning costs or uncomfortable learning environment; cost of operating existing air-conditioning systems;
11. Interferes with colleges and universities;
12. Class size (grade levels) in small school forced trend toward large schools;
13. Transfers;
14. Working parents; supervision of children;
15. Job opportunity might not be available for all who want to work during vacations;
16. Being locked into a cycle;
17. Arbitrary nature of 9 week blocks;
18. Develop a sophisticated record-keeping system;
19. Scheduling specials;
20. Audio-visual equipment; scheduling; repairing.

The Effect on Teachers:

A. Advantages

1. Opportunity for teachers to teach more than 180 days if desired.
   a. teachers will now be able to earn needed supplementary income within their own field;
   b. teacher could use individual talent to enrich school curriculum.

2. Teacher on 15-day break may substitute.
   a. certified personnel familiar with school, curriculum and students would provide continuity for educational program;
   b. give classroom teacher an opportunity to observe fellow teacher's classroom organization, programs, and ideas;
   c. provide opportunity for additional pay.

3. Give teachers increased opportunity for planning.
   a. with building open year-round, teacher has the opportunity to use school and equipment in developing materials for use upon return from vacation;
   b. voluntary in-service workshops can be planned for this period.

4. Shorter period of interruption between learning periods.
   a. possibly, teacher's "review" time may be shortened;
   b. possibility of stronger continuity along the skills continuum.

5. Flexibility in curriculum planning.
   a. provide catalyst for teachers to "rethink" methods of instruction;
   b. if funds were available, the 15-day break could be used for improvising and rewriting curriculum.

B. Disadvantages

1. Family vacations would not coincide with school vacation, e.g., etc.
   a. within teacher's family, scheduling of cycles may not coincide;
      1. teacher living in Hartford could be in different cycle than own child going to school in Hartford;
      2. Hartford teacher living outside city limits would have different vacations than own school-age children.
   b. for teacher living outside of Hartford, no facilities would be available at "odd vacation times" for own children.

2. Problems of setting up and closing open-classrooms or any classroom set up on an individualized continuous progress plan;
   a. loss of valuable instructional time in setting up and dismantling rooms;
   b. adequate storage space for materials not available;

3. Air-conditionings costs or uncomfortable learning environment - cost of operating existing air-conditioning systems;
   a. teacher enthusiasm and energy may be drained during hotter months;
   b. teacher fatigue is becoming a factor in teacher effectiveness and performance;

4. Interferes with colleges and universities;
   a. teacher's cycle may interfere with own educational improvement;
   b. teacher would be unavailable for long summer workshops.

5. Job opportunity might not be available for all who want to work during vacations;
   a. program offers no guarantee of work for teachers who want to work;
   b. will create problems for teachers who cannot find employment within program.

6. Being locked into a cycle (Refer to #1)

7. Arbitrary nature of 9 week blocks; would program be continuous or become fragmented?

8. Develop a sophisticated record-keeping system;
   a. would time be allotted for teachers to develop such a system?
   b. teachers may not be willing to take on burden of heavier record-keeping.

9. Scheduling specials; administration problem;

10. Audio-visual equipment;
    a. increased use of equipment will result in more frequent repairs and replacement;
    b. equipment may be less available to teacher because it is out of circulation for repairs.

The Effect on the Community

A. Advantages
   1. Possibility of lessening the rate of mobility.

      Parents may postpone moving to a new area until the end of a cycle.

      Students entering late in the school year could be placed in the beginning of a cycle rather than being behind.

B. Disadvantages
   1. Clothing for winter vacation time.

      Many children would probably not take advantage of special remedial or enrichment programs during winter sessions or even leave the house for recreation. On the other hand, they will lack health supervision of school, warm buildings as opposed to cold house; hot lunch program vs. lack of food at home; health supervision and nurse's care, clothing awareness or lack of.

   2. Adequate vacation programs (recreational, social) during fall, winter, and spring seasons. Increased expenditure to run vacation programs. Since the Hartford budget has not recently and does not provide money for summer programs it appears money will not be available for 3 weeks remedial programs. More burden would be placed on Park and Recreation Department to provide recreation programs.

3. Family vacations will not coincide.

   If the family is in a position to take a vacation away from home and the childrens' vacation does not occur at this time, it could present a problem. There is a possiblity parent's vacation could be lined up with the child's vacation.

4. Might deter middle class families from returning to Hartford.

   The desire to attract middle class families back to Hartford might be hindered by the implications of the ESY, such as:

   a. children on street during school day
   b. vacation plans

5. Working parents and supervision.

   There is now a lack of child-care facilities in Hartford. If programs are not provided this could be a serious problem.

The Effect on Instruction:

A. Advantages

1. There is more continuity of hearing and speaking the English language because of shorter breaks. It is also an advantage to children who come from homes with limited language experience.
2. There would be continuous instruction in special education because of shorter breaks as opposed to long summer vacation. There would also be less opportunity for loss of instructional gain.
3. All students will be given the opportunity to elect to attend programs offered by the school system for remediation, enrichment or recreation.
4. The students will have the advantage of an experienced, certified teacher who knows the program and students.
5. There would be decreased teacher absenteeism providing increased instructional effectiveness.
6. These breaks will give teachers greater opportunities to develop specific curriculum, evaluate progress, make recommendations for individual programs

and make materials.

B. Disadvantages

1. The child's peers may be on vacation while this cycle is in session creating the possibility of more absences which can affect his educational progress.
2. Unless provisions are made during the 15-day cycle for remedial enrichment or recreational programs, the child could be without the option of constructive activities. This would result in higher expenditures.
3. Because of the physical problems involved in setting up, closing and moving classrooms, individualized instruction would be adversely affected.
4. Learning patterns are disrupted by frequent 15-day breaks.
5. Those students who do not choose to attend any vacation programs could become a disruptive influence to those attending the ongoing instructional cycles.
6. The cost of air-conditioning the older buildings in order to maintain physical condition conducive to learning would be a problem.
7. There would be a forced trend toward large student populations due to closing of smaller schools which would be detrimental to the child. Attention to the child's individual needs.
8. Continuance of instruction could be affected by transfers.
9. The nine-week blocks may limit flexibility of unit teaching. Also forces the children and teachers individualized programs to think in 9-week blocks of time rather than continuous ongoing instructional programs.

Summary of Evaluation Data - Teachers and Administrators

The Purpose of the Questionnaire

A. To determine the level of difficulty created by the rescheduling into an Extended School Year for teachers in attending graduate school or finding summer employment.

B. To determine the level of support for or resistance to an extended school year program, and the characteristics and location of that support or resistance.

C. To determine the staff's professional judgments concerning the advantages and disadvantages of extended school year plans.

The Reliability of Results

A. The survey was distributed to all instructional staff in the Hartford Public Schools. Over 1136 forms were returned and tabulated by the computer. This high rate of return assures that the numberical base is sufficient to validate the results.

B. The reliability of the results are, however, subject to a variety of constraints:

1. Many teachers felt strongly that they lacked adequate information on an extended school year program to adequately respond to some items. This level of uncertainty is reflected by the high number of neutral or blank responses to the items surveying attitudes about a 45-15 calendar. It is not possible to determine if more information would have created a more or less favorable climate.

2. Without question, some respondents failed to accurately reflect their situation. For example, 49% of respondents claimed to have attended summer graduate

courses while information submitted to the Board for payrool purposes indicates that perhaps as few as 15% and certainly no more than 33% of certified staff attend summer school each year.

The Usefulness of Results

Given the purpose of the questionnaire, the results will be extremely useful. It was not the intention of the Study to determine exactly the response of staff to the items mentioned. Rather, it was our hope to discover major opinion groupings, and to discover information about the reasons for these opinion groupings. Within this context, the general conclusions which can be inferred from the data are firmly supported by the volume and quality of the information available.

TABULATION OF RESPONSES BY PERCENTAGES

1. Would you work some form of an Extended School Year with additional compensation?

   A. Total responses - 1073

      1. Yes - 57%
      2. No. - 43%

   B. Responses by Sex, Age and Level of Instruction:

		Male		Female			
1.	Sex:	Yes - 70%	No - 30%	Yes - 52%	No - 48%		
		29 - 39		40 and Over			
2.	Age:	Yes - 64%	No - 36%	Yes - 52%	No - 48%		
		K - 6		7 - 8		8 - 12	
3.	Level:	Yes - 53%	No - 47%	Yes - 62%	No - 38%	Yes - 69%	No - 31%

2. Would you support an Extended School Year if you had the option of working an ESY or remaining on the present schedule.

   A. Total responses - 1087

      1. Yes - 67%
      2. No - 33%

   B. Responses by Sex, Age and Level of Instruction:

		Male		Female			
1.	Sex:	Yes - 72%	No - 28%	Yes - 64%	No - 36%		
		20 - 39		40 and Over			
2.	Age:	Yes - 72%	No - 28%	Yes - 62%	No - 38%		
		K - 6		7 - 8		9 - 12	
3.	Level:	Yes - 62%	No - 38%	Yes - 71%	No - 29%	Yes - 71%	No - 29%

3. Do you attend summer session doing graduate work?

   A. Total responses - 1085

      1. Yes - 49%
      2. No - 51%

B. Responses by sex, age and level of instruction:

	Male		Female			
1. Sex:	Yes - 53%	No - 47%	Yes - 47%	No - 53%		
	20 - 39		40 and Over			
2. Age:	Yes - 62%	No - 38%	Yes - 32%	No - 68%		
	K - 6		7 - 8		9 - 12	
3. Level:	Yes - 49%	No - 51%	Yes - 57%	No - 43%	Yes - 44%	No - 56%

4. Do you usually work at another job during the summer months?

A. Total responses - 1094

1. Yes - 27%
2. No - 73%

B. Responses by sex, age and level of instruction:

	Male		Female			
1. Sex:	Yes - 48%	No - 52%	Yes - 15%	No - 85%		
	20 - 39		40 and Over			
2. Age:	Yes - 23%	No - 77%	Yes - 19%	No - 81%		
	K - 6		7 - 8		9 - 12	
3. Level:	Yes - 20%	No - 80%	Yes - 43%	No - 57%	Yes - 36%	No - 64%

5. Do you feel positively or negatively about working a 45-15 calendar?

A. Total responses - Positive or negative - 708
Neutral or non-response - 428

1. Positive or negative - 32% and 68%
2. Total sample: 20% positive - 42% negative - 38% neutral

B. Responses by sex, age and level of instruction:

	Male		Female	
1. Sex:	Yes - 42%	No - 58%	Yes - 26%	No - 74%
	20 - 39		40 and Over	
2. Age:	Yes - 37%	No - 63%	Yes - 26%	No - 74%

	K - 6	7 - 8	9 - 12
3. Level:	Yes - 25% No - 75%	Yes - 38% No - 62%	Yes - 39% No - 61%

Advantages and disadvantages by percentages of respondents who checked each item:

Advantages	Percentages of People Responding
1. Increase flexibility in curricular design.	34%
2. Prevent serious learning loss over the long summer vacation.	43%
3. Provide new opportunities for remediation and acceleration.	43%
4. Increase the economic and professional status of teachers.	28%
5. Increase professional and fiscal accountability.	17%
6. Provide for a full and economic use of school facilities.	59%
7. Provide opportunities for alternative educational programming.	40%
8. Increase meaningful employment opportunities for students.	20%
9. Utilize educational talents of teacher on a full-time basis.	38%
10. Increase retention of English for non-native speakers.	41%

Disadvantages	Percentages of People Responding
1. Lead to changes in family and community life.	65%
2. Create prohibitive costs for teachers salaries.	33%
3. Result in no significant educational gain.	36%
4. Necessitate an unnecessary revamping of the curriculum.	30%
5. Shorten period students and teachers are released from school pressure.	34%
6. Release students from school without adequate available programs.	49%

CONCLUSIONS

Given the context established in the preface, the read-out of the computer program, and the tabulation of responses by percentages, the following conclusions can be drawn.

In general:

A. There existed a significant difference in response between male and female staff; males were generally more favorable than females.

B. There existed a significant difference in response between those under and those over forty years of age: those under forty were generally more favorable.

C. There existed a significant difference in response between the staff working at different levels of instruction: high school and middle school staff were generally more favorable.

D. Response analysis by number of years in teaching and level of education indicates those variables did not significantly affect attitude towards an Extended School Year Program.

In specific:

A. If given additional compensation, a majority of staff would work an Extended School Year. High percentages of male staff, and staff working in the Middle and High School would be willing to work an Extended School Year.

B. If staff had the option of working or not working an ESY, a high percentage of the staff would support the program. The level of support was very high amongst male staff, younger staff, and staff working in the high and middle schools.

C. Different arrangements for graduate study would have to be made for a significant number of teachers.

D. A signigicant percentage of the staff, particularly younger males, usually work another job during the summer.

E. While many teachers feel negative or unsure about a 45-15 calendar, a significant number, particularly younger staff, male staff and staff on levels 7 - 12, feel positively about the program.

F. The staff perceive a number of advantages to an Extended School Year. Those mentioned most frequently were the full and economic use of school facilities, and the prevention of a serious learning loss over the summer vacation.

G. The Staff perceived a significant number of disadvantages. Those most frequently mentioned were changes in family and community life; and the release of students from school without adequate available programs.

Summary:

In summary, the instructional staff has significant reservations about the Extended School Year for personal and educational reasons. Some of these concerns can be alleviated, while others are inherent in the characteristics of the program. Other segments of the staff perceive a number of educational and financial benefits in an Extended Year Program. Some of these benefits are contingent on variables such as funding and administration; other would appear to derive from the nature of the revision of the calendar.

Thus it appears evident from the responses tabulated that a large scale transition to any form of an Extended Year Program would be neither desirable nor acceptable at this point. On the other hand, the survey indicates that sufficient personal and professional interests exist to offer a pilot program to teachers and para-professionals on a voluntary basis. This conclusion in no way implies such a pilot should be undertaken; only that sufficient interest exists to support one if other educational and financial considerations warrant.

Introduction: The following list of advantages and disadvantages prepared by the middle school teachers was based on the premise that the goals of an Extended School Year plan are meaningful only if they contribute to the implementation of the more important goals and objectives of the Hartford Middle School Concept.

Advantages and Disadvantages of the 45-15 Plan

Advantages:

1. More frequent extended breaks revitalize people involved;
2. Extended use of facilities of new schools;
3. If funds are available, provide opportunities for remediation and acceleration for student;
4. Improve level (quality) of instruction by structuring objectives to be accomplished in a short (manageable) period of time;
5. Student might react more positively to a shorter school term;
6. Provides structure for assessment of evaluation of students (diagnosing and prescribing);
7. Eliminate learning loss over summer;
8. Some students can work during 15-day break;
9. During 15-day break students could be involved in on-the-job training (possibly with pay);
10. Attendance might improve for students and staff because a vacation is always in the near future;
11. Possibility to earn additional money during 15 days off;
12. Opportunity could exist for more extensive planning by middle school teams, such as during the first 5 days of the 15 days off; possible plan might be to combine remediation work in mornings with planning work in afternoon;

13. Oblige teachers to evaluate current teaching program.

Disadvantages:

1. Shorter vacation period; instructional break for some teachers;
2. Constraint of break every 45 days;
3. Learning loss over 4 vacation periods;
4. Teachers might be furloughed if courses not elected by the students;
5. Staff summer employment will be disrupted;
6. Changes in teacher's family-life styles;
7. Out of school students might cause disruptions;
8. Aggravation to teachers to change curriculum and teaching patterns;
9. Complicated scheduling;
10. Possibility of sharing rooms, moving materials.

Introduction: The Committee's discussion veered from technical aspects of 45-15 to concern for the academic products of the Hartford system. We were concerned about academic goals, about jobs, and about keeping businesses in the area. All agreed students should be graduating with marketable skills. Another concern, and one which took precedence over everything else, was the importance of the administrative-executive factor in planning, implementing and running a new type of school year. Only mentioned once in the attached lists, all agreed that administration was the major factor.

The Committee also felt that a lot of public relations would be required to educate staff, administration and community re E.S.Y. in order to get support for such a drastic change.

Attached are lists of advantages and disadvantages which the Committee developed.

There was neither endorsement or rejection of the 45-15 plan by the Committee. Only the repeated refrain "It could be chaos if not well organized and executed."

Advantages:

1. 45-15 is the plan that requires the least amount of money to set up;
2. For elementary schools, the plan could cut down on the number of old schools and return land to the City. It would eventually reduce administrative costs;
3. For all schools, buildings would get full use. For high schools, population in the buildings would be reduced.
4. 15-day vacations could be used for enrichment.
5. The 45-day unit would be advantageous to the student who needs help; time pacing less frustrating;
6. Perhaps more courses could be offered;

7. Full year use of buildings could reduce vandalism;

8. 9-week periods more manageable for teacher planning; perhaps no roving teachers; teachers could be used as substitutes;

9. Could reduce the meaningless summer jobs; yet loses money for student and family (See disadvantages.)

10. Change in scheduling of the year could be a management tool to bring about other school changes.

Disadvantages:

1. If a school is not adequately administered, no plan will work;

2. Scheduling in the high schools will be even more complex;

3. Scheduling year round for small enrollment courses a problem; also scheduling and staffing the "specials": gym, shop, home ec., etc.

4. Educational problems wouldn't automatically be ameliorated just by changing to 45-15.

5. Coordinating staff vacations with their own family lives could be difficult.

6. Planning of cycles important to suit the needs of individual families; circulating elementary family members cycles with high school cycles.

7. 45-15 could have an adverse effect on families with summer patterns; could decrease heterogeneity of system even more by turning away more affluent families at a time when some are returning to the City.

8. Summer jobs - not sure this is 100% a problem; might be more jobs in the winter; perhaps a job bank for shared jobs could be developed;

9. Servicing and repairs of plant and equipment could no longer be concentrated in summer months. (Hospitals can run all year and keep clean.)

10. Although 45-15 was presented as least costly of the various plans, wouldn't set up and scheduling have costs? Computer costs?

11. With complexity of planning and running, would students get less attention to individual needs and interests?

12. Handling of the vacation cycle could produce many problems; keeping out of buildings, games with I.D. cards; whole philosophical problem of I.D. cards and the "big brother is watching you" aura;

13. Coordinating grad schools, recreational programs and other services would initially be a problem.

Based on our analysis of staff development needs and contractual concerns, this report will recommend a pilot program of the 45-15, While we are aware of the problems inherent in 45-15 and the probability of unforseen problems emerging after implementation of 45-15, it is our judgment that these difficulties are resolvable. Because we are recommending a pilot program, those members of the staff from whom participation at this time would entail personal hardship or infringe on their professional rights would not necessarily have to become involved.

The report addresses itself only to the staffing needs and development considerations necessary in conversion to 45-15. Given our area of concern, a decision to make a positive report is based on the premise that a pilot program would be undertaken only under the following conditions:

1. That any decision to implement a pilot must have the concurrence of administrators, teachers and parents in the school in question;

2. There must be a firm commitment to a long-term funding by the City of Hartford, for any possible additional operating costs during the 180 day school year, and for programs during the 15-day vacation period.

Given these preconditions, we based our rationale on our analysis of the possible advantages, the contractual implications, and the results of the staff survey.

Possible Advantages:

1. Opportunity for teachers to teach more than 180 days if desired;

   a. teachers will now be able to earn needed supplementary income within their own field;

b. teacher could use individual talent to enrich school curriculum.

2. Teacher on 15-day break may substitute;

   a. certified personnel familiar with school, curriculum and students would provide continuity for educational program;

   b. give classroom teacher an opportunity to observe fellow teacher's classroom organization, programs, and ideas;

   c. provide opportunity for additional pay and elimination of the sheer waste of teaching talent.

3. Give teachers increased opportunity for planning;

   a. with building open year-round, teacher has the opportunity to use school and equipment in developing materials for use upon return from vacation.

4. Flexibility and involvement of teachers in curriculum planning;

   a. provide catalyst for teachers to "rethink" methods of instruction;

   b. if funds were available, the 15-day break could be used for improvising and rewriting curriculum.

5. Teachers could find that graduate work could be more meaningful to them;

   a. teachers able to combine their graduate work with classroom experience easier;

   b. teachers would be able to implement newly acquired skills sooner.

6. Teachers could have greater input in various kinds of relevant in-service training;

   a. shorter vacations occurring at various times during the year could enable teachers to develop new and innovative programs for their children;

   b. training of new staff members could be done more effectively;

   c. use of master teachers to conduct in-service training for the short 15-day period would be possible;

   d. voluntary workshops can be planned for the 15-day vacation period.

Contractual Concerns:

In addition to these advantages, the recommendation is based on the contractual agreement between the Board of Education and the existing bargaining unions and associations. The contractual agreement of greatest impact is the one between the

Board and the Federation of Teachers. Quite expectedly, there is no specific prohibition in the contract against the implementation of the 45-15 plan or an extended school year program on a pilot basis. In fact, Article II of the Contract gives the Board clear prerogatives with respect to facility use and scheduling. The prerogatives reserved to the Board in the Teacher Contract are also reserved in the Board's Agreement with the para-professionals, municipal employees, and educational administrators. However, in the long run, it must be recognized that statements of prerogatives are necessarily general, and reliance on them to effect orderly change is only as secure as the intent of the parties to exercise good faith in contractual dealings.

Regardless of these prerogatives, a 45-15 might conflict with specific provisions in the teachers contract. For example, the contract establishes a timetable for parental conferences by providing for early dismissals between the first week in October and the week prior to the Christmas vacation. On a 45-15, it is conceivable that the rotation of the four tracks would make that time frame unwielding for teachers who had a 15-day intersession occurring in November. Other potential conflicts include provision in the administrative manual which covers the schedule for evaluation, the dates for salary adjustments and provisions covering employment during the school year.

In dealing with the appropriate bargaining unit, it should be stressed that negotiations necessitated by a modification of the calendar should be based on the premise that the purpose of such negotiations is to transfer to a modified time sequence the rights, privileges, and prerogatives enjoyed by the Board and the Union. Any such negotiations should not be used as a vehicle to either increase or abridge the rights or prerogative of either party.

Survey Results:

The conclusions from the survey include:

A. If given additional compensation, a majority of staff would work an extended school year. High percentages of male staff, and staff working in the Middle and High School would be willing to work an extended school year.

B. If staff had the option of working or not working an ESY, a high percentage of the staff would support the program. The level of support was very high amongst male staff, younger staff, and staff working in the high and middle schools.

C. Different arrangements for graduate study would have to be made for a significant number of teachers.

D. A significant percentage of the staff, particularly younger males, usually work another job during the summer.

E. While many teachers feel negative or unsure about a 45-15 calendar, a significant number, particularly younger staff, male staff, and staff on levels 7-12, feel positively about the program.

F. The staff perceive a number of advantages to an Extended School Year. Those most frequently mentioned were the full and economic use of school facilities, and the prevention of a serious learning loss over the summer vacation.

G. The staff perceived a significant number of disadvantages. Those most frequently mentioned were changes in family and community life; and the release of students from school without adequate available programs.

Generally, most instructional staff members have expressed reservations about the Extended School Year for personal and educational reasons. Some of these concerns can be alleviated, while others are inherent in the characteristics of the program. Some segments of the staff perceive a number of educational and financial benefits in an Extended Year Program. Some of these benefits are contingent on variables such as funding and administration; other would appear to derive from the nature of the revision of the calendar.

Thus, it appears evident from the responses tabulated that a large scale transition to any form of any Extended School Year would be neither desirable nor acceptable at this point. On the other hand, the survey indicates that sufficient

personal and professional interests exist to offer a pilot program to teachers and para-professionals on a voluntary basis.

ADMINISTRATIVE CONCERNS

Introduction:

The Administration and Organization Sub-Committee of the Steering Committee reviewed information summarizing the financial implications of a 45-15 for the City of Hartford.

While the primary concern of each member of the sub-committee has been educational, the purpose of the sub-committee was to investigate the financial costs of a 45-15 plan. Each member of the sub-committee expressed a strong interest in the value of 45-15 for Hartford's schools. However, it was the determination of the committee that the 45-15 did not promise a reasonable possibility of substantial increase or decrease in the cost of education.

Thus, in the opinion of the sub-committee, any further decision relative to an Extended School Year in Hartford should be made on strictly educational criteria.

Source of Information:

The sub-committee, relied heavily on information obtained from the Administrator for Non-Instructional Services. Projections were based first on the implementation of a 45-15 in the elementary schools alone, then on implementation of a 45-15 on a K - 12 basis. The major categories of analysis were the salaries and wages of secretarial, administrative, teaching, cafeteria, custodial, maintenance, and supportive service personnel. Also examined, was the effect of a 45-15 on utilities, such as gas, oil, and electric, in addition to the repair of buildings. Additional considerations were the potential financial benefits of a consolidation of school facilities and the cost and energy drain of installing and operating air-conditioning units.

Because of inflation, the energy crises, labor agreements, and other variables, much of the information was speculative.

Assumptions:

Two assumptions had a critical impact on the findings. First, it was assumed that there would be no additional days of instruction available. Teachers would continue to receive an identical salary for a work-year that had been rescheduled but not lengthened. Students would receive 180 days of instruction in 45-day segments, with no additional opportunities during the 15-day breaks. Given this supposition, if substantial savings did accrue, such funds would be allocated for the creation of instructional opportunities during the 15-day vacation periods.

Secondly, it was assumed that implementation of a 45-15 could increase by 33% the number of pupils assigned to each building. This increase results from the staggered vacation plan of the 45-15. In other cities, this increase has been used to forestall or eliminate new school construction necessitated by a seriously deteriorating physical plant or a rapid rise in enrollment. Neither of these conditions apply presently in Hartford. Thus, this increase could make it possible, if educationally and socially desirable, for the school system to consolidate its operation by the closing of older buildings.

Findings:

At the elementary school level, substantial savings occurred in secretarial, administrative and custodial lines. Costs for teachers and para-professionals remained constant while costs for cafeteria workers increased marginally. A possibility of saving utility costs existed, but would have been far outweighted by the potential expenditure for air-conditioning. In sum, if implemented on the elementary school level alone, the maximum possible reduction in the cost of education to the City would be approximately 1.5 million dollars. This figure includes a reduction in the operating budget and an increase in the grand list.

However, this figure was greatly reduced by two major considerations. When the analysis was expanded to include the middle and high schools the extent of these hypothetical savings in the operating budget was reduced to 21% of its former level. This was the result of increases in the cost of year-round operation for utilities, secretarial, custodial, and cafeteria personnel. Secondly, it was the sub-committee's opinion that the increase in the grand list was based on highly speculative information, and that it would be at least 7 years before any impact on the cost of education would be apparent.

Summary:

The sub-committe's recommendation, has determined that the Hartford Schools, at this point in its history, cannot derive any substantial financial benefits by a full implementation of a 45-15. The characteristics of Hartford do not permit the realization of the savings that have occurred in other localities.

Given the absence of either a financial incentive or impediment to year-round education, the individual members of the committee feel strongly that the Steering Committee, as a whole, should consider the plan on its educational merits.

45-15 Financial Simulation: Instructional Costs During "Vacations"

Number of Students		Students in School Receiving "Vacation" Instruction			Hrs. of Instruction Available	Staff/Pupil Ratio	Instructional Costs	
In School	Per Cycle	Per Class	Per Year	Percentage			Per Pupil Served	By School
600	150	50	200	33%	6	17:1	144.24	28,848
600	150	75	300	50%	6	19:1	128.21	38,464
600	150	75	300	50%	3	19:1	64:10	19,232
800	200	66	264	33%	6	17:1	145.69	38,464
800	200	100	400	50%	6	17:1	120.20	48,080
800	200	100	400	50%	3	16:1	60.10	24,040
1,000	250	83	333	33%	6	17:1	144.38	48,080
1,000	250	125	500	50%	6	17:1	134.62	67,312
1,000	250	125	500	50%	3	17:1	67.31	33,656

Note 1. Each school divides its total student body in four cycles. Each cycle attends school for 45 days, then has 15 vacation days. This simulation projects the cost of salaries for instruction during the vacation days.

45-15 Financial Simulation: Assumptions

1. Number of Instructional Days Offered Per Vacation Cycle: 10
2. Daily Rate of Pay for Teachers: 11,000 divided by 183 equals: $60.10
3. Number of Vacation Instructional Days Offered in one School Year: Four Cycles
4. Simulation Equation: per diem (60.10) X Instructional days (160) X Number of teachers (y) = Cost per school.

Staffing Patterns:

The preceding chart is based on the use of certified teachers only, with each teacher in the classroom for approximately six hours per day. Alternate staffing patterns, and alternate uses of staff are possible. Both the cost and the educational implication of the 45-15 could be effected by:

1. using either para-professionals or other persons from the community to assist teachers in the instructional process;
2. using a percentage of teacher time for curriculum development or the continuance of professional training.

Sample Effects of Alternate Use of Funds:

1. In a 600 pupil school, with a class size of thirty, the cost of offering instruction to 50% of the students during vacation would also reduce class size in a 180 day year to 26.5.
2. In a 600 pupil school, with a class size of thirty, the cost of offering instruction to 50% of the students during vacation would also reduce class size in a 180 day year to 25.5.
3. In a 600 pupil school, with a class size of thirty, the cost of offering three hours of instruction to 50% of the students would reduce class size in a 180 year to 27.6.

Introduction: This cost analysis projects the effect of a 45-15 on the cost of education to the City of Hartford. In this simulation, instructional operations have been assumed to be constant. In all other items, educational and social concerns have been assumed to be secondary to financial considerations. In that sense, these estimates are not "realistic." The estimates do, however, accurately demonstrate the submitted possibilities of realizing any savings. They do not predict an optimal or even a reasonable cost level. Such costs would be based on the characteristics of the plan submitted by a particular school. These estimates are based on the cost of education in the city. The cost of education includes the operating budget of the Board of Education; the cost of capital construction, and debt service; and the potential revenue from property taxes of land in use for educational purposes.

Operating Costs: Table I-II present a detailed breakdown of alterations in operating costs. The significant savings at the elementary level derives from the closing of school facilities. The additional cost at the high school and middle school level is necessitated by the impossibility of offsetting additional operating costs with savings derived from plant consolidation.

Summary: A 45-15 would create a minimum of $36,006 in additional operation expenses.

Capital Cost and Debt Service: Numerous districts have claimed substantial savings from the 45-15. The plan saved money by postponing or eliminating construction

due to the increase in space availability. In the latter phases of a major capital construction program, Hartford is not comparable to such districts. There presently is no timetable for the construction of any additional facilities beyond those already bonded. Furthermore, future construction will be based for educational considerations; thus, unaffected by any additional space.

Summary: A 45-15 would have no effect on capital construction costs.

Additional Revenue to City: This simulation included the closing of elementary schools no longer necessary due to increased building capacity. Almost every elementary school, other than those constructed in the last ten years was included in alternative plans. According to the best available estimates, the maximum possible figure for annual additional revenue would be approximately $900,000. This however, is not a hard figure which can be used in the planning process. First, it assumes that each parcel of land is marketable at its full value, and that each is then utilized to its maximum zoned capacity. Also, it assumes that the property tax will continue indefinitely as the predominate source of city revenue. Given these circumstances, any figure of projected revenues would be suspect.

Summary: The effect of a 45-15 on revenue sources can be reliably assumed to have little positive impact on the city's fiscal situation.

Conclusion: Given additional operating expenses, and little benefit in either capital construction or revenue sources, a 45-15 has no potential to reduce the cost of education to the city. In fact, the simulation demonstrates that increase costs would be inevitable even if instructional services were held constant.

Table I

45-15 Analysis of Annual Operating Cost
Middle and High Schools

A. Operating Budget	Cost	Savings	Net
Salaries and Wages			
Secretarial			---
Administrative			---
Custodial and Main.	62,684		62,684
Instructional	---		
Cafeteria	333,081		333,081
Sub-Total	395,765		395,765
Utilities	118,981		118,981
Repairs	---		
Custodial and Main. (supplies)	---		
B. Air Conditioning			
Installation	1,145,840*		
Annual Operating	60,635		60,635
NET ADDITIONAL COST			575,381

*non-recurring construction cost

Table II

45-15 - Analysis of Annual Operating Costs
Elementary Schools

Table II

A) Operating Budget	Cost	Savings	Net
Salaries and Wages			
Secretarial	38,024	86,332	48,308
Administrative	---	212,800	212,800
Custodial and Main.	42,619	325,285	282,666
Instructional	---	---	---
Cafeteria	78,748	60,433	(18,315)
Sub-Total	159,391	684,850	525,459
Utilities	28,435	163,750	135,315
Repairs	---	67,467	67,467
Custodial and Main. (supplies)	---	31,242	31,242
	187,826	947,309	759,483
B) Air Conditioning			
Installation	3,280,000*		
Annual Operating	220,108		(220,108)

NET SAVINGS $ 539,375

*non-recurring construction cost

PUPIL PERSONNEL AND SPECIAL EDUCATION

If funding became available to develop and implement the 45-15 plan with the 15-day "vacation school", the following advantages for Pupil Personnel Services and Special Education would be realized:

1. Shorter vacation periods would improve learning retention for all of the special education students receiving instructional service. Continuity of learning also improves.

2. More space would be available for experimental and/or innovative programs in the instructional process.

3. Increased employment opportunities for work-experience students in special education programs would become available throughout the entire calendar year.

4. Parents of children in special education would welcome any increase in the instructional phases of the program.

5. A remission in motor development would decrease with physically handicapped and learning disabled children.

Certain disadvantages would be apparent in the special education program. Namely, some of the children may be adversely affected by exposure to the increased number of adults; however, this may also be an advantage to some of the children. Community programs would have to adjust their schedule to the school's 45-15 plan to service the children during the vacation periods.

The non-instructional or supportive services would be able to provide a greater degree of continuity in its guidance,psychological, health, and social work services to students and their families. The guidance staff, for example, could be more effective with students in the 8th and 9th grade who now represent the highest drop-out rate. The shorter vacation periods would allow counselors and social workers to reach and work with the students and their families in terms

of continuing their education. The intensification of services in guidance, social work, psychological and health services would lead to an improvement of services. Also, referrals to these services will most likely decrease as a result of a decrease in delinquent acts as observed in other extended school year programs.

Perhaps, the greatest disadvantages would be found in the possible loss of continuity in the personnel turnover in the Pupil Appraisal Teams because of staggered vacation schedules. However, this can be remedied by utilization of a floater staff. Community agencies would have to adjust their service schedule throughout the year.

It would seem that any increase in the instructional and supportive services to the Hartford children would result in many benefits. The few disadvantages are subject to modification and adjustment.

COMMUNITY INPUT

Purpose: The purpose was to meet with groups of parents to explain the extended school year programs, and to hear their reactions. It was hoped that this series of meetings would give parents a greater understanding how the program would operate, and also give those involved with the study a greater understanding of how parents and other members of the community felt. It was our intention to explain as clearly as possible the potential advantages and disadvantages of a 45-15, not "sell" the program.

How groups were selected: Letters requesting a meeting were sent to over forty different organizations. Other groups heard about the program and requested a meeting. Members of the community steering committee met with every group which requested a meeting.

Format: Each meeting began with a presentation by the Nova participants. The presentation attempted to explain the operation of a 45-15, its potential pro's and con's, and to explain the conduct of the study, who was involved with the study and who would make any decision about the extended school year.

Reactions: The reactions of parents and other members of the community were, at best, neutral with a more substantial number of reactions ranging from scepticism to hostility. The concerns expressed fell into two categories. The first groups included questions about how the study was being conducted and about how the decision would be made. The second groups included questions about the operation of a 45-15 plan and its potential effect on the community.

A. Questions about the 45-15. Parents were concerned about:

1. the disruption of family schedules, particularly vacations, and supervision;

2. the continuity of contact between teachers and students;
3. the problems of students finding meaningful employment during the three week inter-session;
4. the need for air-conditioning in all the schools if operated during the summer months;
5. the need for activities with adequate supervision during the 15-day breaks;
6. the disruption caused by out-of-school students on the streets during the 15-day breaks;
7. the less if teacher and student's traditional summer vacation;
8. the potential loss of educational quality.

B. Process Questions: While more difficult to identify, many were concerned about issues not necessarily involved with 45-15, but about the process of change as it applied to the Extended School Year. There are three pre-eminent fears:

1. that no money exists to support the program; and even if there was, it would be better spent on other more urgent needs;
2. that ultimately parents would be deprived of a choice about whether or not their child would attend school on a year-round or traditional calendar;
3. that this "program" would be yet another example of using black and Puerto Rican children as subjects of an experiment;
4. that, somehow, an extended school year would make parent participation more difficult.

Summary: Some participants expressed interest in such advantages of the 45-15 as the off-season vacations, more efficient utilization of facilities, and the possibility of improved instructional programming. However, the vast majority

of parents clearly expressed their opposition to the program. Some of the reasons were based on a general resistance to any further change in the Hartford Schools, and some were based on very real concerns about the social and educational effects of the program.

A decision to fully implement a 45-15 would meet with very strong resistance. A decision to solicit volunteers for a pilot 45-15 would necessitate a major educational and public relations effort to inform parents about the program.

Introduction: The survey was distributed to 1800 students at the seventh grade level and above. The purpose of the questionnaire was to:

A. determine academic, and vocational patterns of students which would affect any transition to an Extended School Year, and

B. to more accurately estimate student preferences for work, school or vacation in the summer.

A profile of this information is stated below. The usefulness of the information is discussed in a concluding section. Also, an article from the Weaver High School student newspaper is amended which expresses in the students' own words their attitudes about the Extended School Year.

1. Employment:

   A. Employment during the school year: 39% of respondents hold jobs during the school year; 92% of respondents noted that they would like to work during the school year if jobs were available.

   B. Employment during the summer: 57% of respondents held a job for an unspecified amount of time last summer; 18% stated they held jobs on which they worked less than ten hours per week; and 58% worked less than 30 hours per week.

2. Academic:

   A. 43% of respondents stated that they would like to go to school for more days each year and graduate earlier.

   B. 79% of respondents stated that they would like to be able to review or make up work that they had failed.

3. Vacations:

   A. Frequency: 65% stated that they would not prefer shorter, more frequent vacations with same number of school days per year.

   B. Work: 92% stated they would work if they could find a job.

   C. Education: 90% of those responding stated that they were not involved in an organized educational program last summer.

   D. Recreational: 76% of the respondents stated that they were not involved in an organized recreational program last summer.

   E. Vacation Outside of City: 52% of respondents stated that they took a vacation outside the city last year; 20% stated that they were gone longer than three weeks.

4. Preference for School in Summer:

   A. if voluntary: 23%

   B. if graduation credits were available: 65%

   C. if right time in summer: 21%

D. if course wanted were available: 36%

E. if failed a course: 39%

F. if new course were available: 19%

G. no desire to go to school in summer under any circumstances: 47%

The Usefulness of Profile for the Extended School Year Study:

The rate of return, 35% (584 out of 1,650) is high enough to substantiate gross conclusions but is not large enough to permit using the data to draw fine distinctions. Given this constraint, it can be safely assumed that the survey demonstrates:

A. That given a preference for summer activities, almost all students would choose to work in gainful employment.

B. There is a general desire to graduate earlier, though no consensus as to an appropriate means to do so: i.e., more students want to graduate early than are willing to go to summer school.

C. There is strong sentiment for additional opportunities for remedial work, though no consensus that an ESY is the best vehicle to provide that opportunity.

D. The vacation pattern inherited in a 45-15 is undesirable regardless of the alternatives.

E. The vast majority of students enroll in no organized educational or recreational programs in the summer.

F. 20% of the students would have to shorten their summer vacation out of the city to accommodate a 45-15 calendar.

G. About 20% of students consistently express a desire for summer educational programs; if they failed a course, or if a course they wanted was available, this percentage rises to 39% and 36% respectively. Approximately half of the students do not want to attend school in the summer under any circumstances.

THE LOOKOUT May 22, 1974

45-15 Plan Knocked By Summer-Loving Students

Rosemary Sharp and Sharon Willis

The Hartford Board of Education is studying a plan for year-round school. Under this plan, students would go to school nine weeks and then would have a three-week vacation. While some students are in school, other students would be on vacation. The following students gave their opinions of this proposed plan:

Lila Willis: "I don't think it's a very good idea. People are not going to like to work in the summer and have the winter off since we have been used to going to school on a different schedule."

Kelvin Bell: "There's no way people will like it. It's be too hot and nobody will be in school... Everyone will want to be somewhere swimming or just free to do what they want."

Cathy Lewis: "I don't think it will be right because while students will be on vacation, the others will be mad because their friends will be out having a good time and they will be stuck in school. Also, some students look forward to the summer so they can get jobs. I just hope they won't change it because no one likes to go to school in hot weather."

James Harrison: "To me it is not right to change the school system because we have been looking forward every year for three months summer."

Donna Williams: "I don't think it's right for the student to go to school in the summer. Most people would want to work instead of going to school. Half don't come, there's no need to have it at all."

George Matthews: "I don't like it because I might be in school and they're on vacation."

Joann Robinson: "I don't like the idea because we wouldn't be able to work in the summer and it will be too hot to go to school."

Kevin Thomas: "That is a stupid idea because I want to work this summer."

Tracy Stellmacher: "I would not like to go to school in the summer because it would be too hot and I would like to work."

Sydney Mundell: "I do not like that because it will stop me and other people from working."

Deborah Etheridge: "I don't feel it's right to go to school in the summer. For one thing, it's too hot. Besides most people work during the summer. I say, give us a break."

Henry Streete: "I want to work this summer. It's not a good idea."

Dennis Jenville: "I want to work. To hell with the Board!"

Section I: Summary and Conclusions

A) The Usefulness of the Survey: The survey was designed to determine the relevant characteristics and attitudes of the parents of children attending the Hartford Schools. The statements listed below summarize the data collected. It should be emphasized that these statements are little more than descriptions. An inadequate rate of return, approximately 15%, makes it impossible to make statistically valid inferences from the data sample. However, certain trends appear significant enough to reasonably assume them to be useful descriptions of parents of school-aged children as a whole. A summary of these conclusions are presented here. Complete percentage tabulations by variants are in Section II - V.

B) Characteristics of the Population:

1. In 62% of the homes surveyed, parents had the primary responsibility for child care.
2. On a scale of one to seven, with one representing excellent and seven poor, 80% marked 4 or above for elementary schools,; 72% marked 4 or above for middle schools; 77% marked 4 or above for high schools.
3. 52% of families do not take a vacation out of Hartford. Of the total sample only 12% take a vacation outside of Hartford for more than three weeks (the length of the 15-day vacation cycle on a 45-15).

C. Needs and Concerns:

1. 55% would like an earlier graduation
2. 49% see the need for extra remedial work

3. 67% neither believe it possible, nor feel it desirable, to take off-season vacations.

D. Needs and Concerns as Affected by Variants:

1. Respondents with a poor opinion of the schools are less likely to want extra remedial work.
2. Persons who take longer vacations tend not to want either earlier graduations or opportunities for more remedial work when asked in the context of an ESY.
3. Parents of high school students tend not to want either earlier graduations or opportunities for more remedial work.
4. Those parents who care for their child after school have greater vacation flexibility.

E. Attitudes towards an Extended School Year by Variants:

1. 13% would approve given more services for more taxes
   23% would approve given more services for equal taxes
   8% would approve given lower costs for schools due to change in family vacation patterns.
2. 24% would not approve under any of the above conditions;
   32% were undecided.
3. Effect of Variants:
   Parents with younger children tend to reject any ESY;
   Parents with shorter, or no vacation, tend more towards support of an ESY;
   Parents who think poorly of the Hartford Schools tend towards support of an ESY.

Conclusions:

1. The survey confirms the obvious conflicts between a 45-15 and traditional community work and recreational schedules.

2. Due to the characteristics of family and work commitments parents would have significant difficulties with a forced change to a 45-15 calendar. Competent advance planning, including coordination with the business sector, could, however, significantly reduce those difficulties stemming from work schedules.

3. Approximately half of the parents surveyed see the need for more remedial work and earlier graduation, though they do not see the ESY as the way to achieve those goals.

4. Finally, and perhaps most significantly, parents who do support an ESY express a poorer than average opinion of the schools. This relationship infers that parents are hoping an ESY will provide a vehicle for change, though their ultimate objectives might be different than those of a calendar revision.

Section II: Characteristics and Attitudes of Respondents

The first four questions attempted to determine the family characteristics and vacation patterns of the respondents. One item asked respondents to indicate on a scale of one to seven how they would rate the quality of the education program in Hartford elementary, middle and high schools. The purpose of these preliminary items was to establish a base of information about the respondents, so that generalizations could be made about the city as a whole. A second purpose was to, when broken down by items 5 - 10, determine if there was a relationship between these characteristics and attitudes about a change in calendar or an Extended School Year. The average response to each items was by percentage of sample responding.

1. Level of schools attended by children: Elementary - 44%
   Middle - 26%
   High - 30%

2. Who takes care of the child when he/she is out of school?

   Parents - 62%
   Relatives - 7%
   Babysitter - 6%
   Brother or Sister - 7%
   Child is Independent -18%

3. How would you rate the quality of educational programs in Hartford?

On a scale of 1 to 7 with 1 being excellent, the percentage that marked 4 or above was:

Elementary - 80%
Middle - 72%
High - 77%

4. Did you take a summer vacation with your children outside the city of Hartford last summer?

Yes - 48%
No - 52%

If yes, was this vacation less than three weeks: 88%

Section III: Single Item Questions by Respondent Profile:

This section states the straight yes - no tabulations; then gives the characteristics of those who mark yes and those who mark no.

Item A: Would you like the schools to provide the opportunity for your child to graduate earlier from high school?

Yes - 55% No - 45%

Item B: Does your child need more opportunity for remedial work?

Yes - 49% No - 51%

Item C: Given your present work schedule, would it be possible for your children to take vacation at times other than the summer if school was not in session?

Yes - 33% No - 67%

Item D: If your employer permitted, would you like to take a portion of your vacation at a time other than during the summer?

Yes - 33% No - 67%

Yes/No Response by Respondents' Characteristics: The following tables list a single characteristic, such as care of child by the percentage answering yes or no to Items A,B,C, or D, as stated above.

Level of School(s) attended by Children:

		Elementary	Middle	High
Item A:	Yes:	45	28	27
	No:	45	23	32
Item B:	Yes:	50	26	24
	No:	40	26	34
Item C:	Yes:	45	26	29
	No:	44	25	31
Item D:	Yes:	50	24	26
	No:	42	26	31

Who takes care of the child when he/she is out of school?

		Parent	Relative	Babysitter	Sibling	Independent
Item A:	Yes:	67%	6%	5%	4%	17%
	No:	57%	8%	7%	10%	19%
Item B:	Yes:	61%	7%	6%	6%	20%
	No:	65%	5%	3%	9%	17%
Item C:	Yes:	71%	4%	7%	4%	15%
	No:	58%	8%	5%	9%	20%
Item D:	Yes:	65%	4%	5%	4%	21%
	No:	58%	8%	6%	9%	19%

How would you rate the quality of educational program in Hartford?

		Elementary	Middle	High
Item A:	Yes:	80%	71%	80%
	No:	80%	72%	75%
Item B:	Yes:	75%	65%	55%
	No:	85%	80%	88%
Item C:	Yes:	80%	65%	79%
	No:	80%	76%	75%
Item D:	Yes:	77%	71%	76%
	No:	80%	71%	77%

Did you take a summer vacation with your children outside the City of Hartford last summer?

		Vacation Outside of Hartford	No Vacation	% Vacation Less Than 3 Weeks
Item A:	Yes:	37%	57%	11%
	No:	63%	43%	15%

		Vacation Outside of Hartford	No Vacation	% Vacation Less Than 3 Weeks
Item B:	Yes:	39%	58%	11%
	No:	61%	42%	15%
Item C:	Yes:	36%	54%	10%
	No:	64%	46%	14%
Item D:	Yes:	39%	57%	8%
	No:	61%	43%	16%

Section IV:

If no, why do you prefer to continue with only summer vacations:

A. Satisfied with present school calendar: 56%
B. Recreational opportunities for children: 20%
C. Head of house has vacation in summer only: 18%
D. Easier to arrange for supervision of children: 7%

Analysis Breakdown by Characteristic of Respondents:

Level of school(s) attended by children:

	Elementary	Middle	High
Response A	53	56	53
Response B	19	24	21
Response C	21	13	21
Response D	7	8	5

Who takes care of the children when he/she is out of school?

	Parent	Relatives	Babysitter	Sibling	Independent
Response A	65	8	7	6	13
Response B	52	4	4	15	26
Response C	60	9	7	4	19
Response D	53	0	12	12	24

How would you rate the quality of the educational program in Hartford (percentages marking 4 or above with 1 being excellent on 7 point scale)

	Elementary	Middle	High
Response A	84%	74%	75%
Response B	79%	70%	66%
Response C	73%	82%	80%
Response D	82%	66%	86%

Did you take a summer vacation with your children outside the City of Hartford last summer?

	Yes	No	If Yes, Longer Than 3 Weeks
Response A	51%	49%	11%
Response B	75%	25%	11%
Response C	80%	20%	13%
Response D	74%	26%	53%

Section V

I would approve an extension or change in the school calendar in Hartford if:

A. Students would receive more educational opportunities although it would cost more in local taxes: 13%

B. Students would receive more educational opportunities for the same amount of local taxes: 23%

C. Students would receive the same education for less school taxes, though it would change family vacation patterns: 8%

D. None of the above: 24%

E. Undecided: 32%

Level of school(s) attended by children:

	Elementary	Middle	High
Response A	44%	29%	27%
Response B	52%	22%	26%
Response C	50%	27%	23%
Response D	41%	22%	36%
Response E	43%	28%	29%

Who takes care of the child when he/she is out of school?

	Parent	Relative	Babysitter	Sibling	Independent
Response A	58%	6%	10%	0	26%
Response B	60%	1%	5%	5%	28%
Response C	63%	5%	0	10%	20%
Response D	66%	9%	3%	7%	16%
Response E	69%	5%	4%	8%	14%

How would you rate the quality of educational program in Hartford?

	Elementary	Middle	High
Response A	66%	43%	71%
Response B	78%	52%	52%
Response C	78%	70%	75%
Response D	90%	83%	80%
Response E	85%	93%	79%

Did you take a summer vacation with your children outside the City of Hartford last summer?

	Yes	No	Less Than 4 Weeks
Response A	29%	71%	6%
Response B	44%	56%	5%
Response C	47%	53%	16%
Response D	68%	32%	21%
Response E	45%	55%	13%

The Community Impact Committee has met with the heads of four City Departments (Fire, Police, Social Services and Recreation) and a representative of the City Manager to determine what effect, if any, an Extended School Year would have on the internal workings, manpower, operation and fiscal basis of each of these City agencies.

A questionnaire was also distributed to each of the four agencies to see how a variety of plans (quin, quarter, 45-15) would affect the City. The questionnaires were distributed at the end of the meeting with department heads.

The returned questionnaires indicated that while the quality and cost of City services will be basically unaffected, a significant reorganization would be necessary. The Social Services Department and Fire Department indicated that under any of the Extended School Year plans, there would be no change in their services to the community nor would an Extended School Year program make any difference in manpower or money.

The Police Department has indicated that while no police services would be affected, it would require that school crossing guards be hired on a year-round basis at a modest increase in expenditure. Hartford Police Department indicated this would be true for all Extended School Year plans.

The City agency most likely to directly feel the significance of an Extended School Year program would be Parks and Recreation Department. In their instance, it would require reallocation of time and personnel to meet at Extended School Year schedule. It was also indicated that some additional personnel would be

needed and it is estimated to change the existing program would cost somewhere in the $40,000 range. However, the Parks and Recreation Department feels this modest increase would be offset by "smaller groups that could get better instruction and supervision."

The responses of the department heads indicated that some thought went into the answers. However, it appears they did answer questions dealing with public response as any other citizen might rather than as head of a City Department and, therefore, these responses should be looked upon as the same as any private citizen.

One problem area seems to be the cost increase for year-round crossing guards. The police figure of $60,000 seems high. It would appear that if every school in the City operated year-round, a figure between $45,000 to $50,000 would be needed for school crossing guards. However, a city-wide implementation of 45-15 with the ensuing closing elementary schools would necessitate the elimination of approximately 21 positions. Savings of $18,000 from the current figure would result from fewer positions working nice weeks longer with a proportional increase in pay.

Introduction:

The purpose of the sub-committee was to examine the impact of an Extended School Year in the Greater Hartford Community to inform the community about the characteristics of an ESY, and to determine the reaction of the Community to the possibility of a 45-15 plan. Because no public school system can successfully operate without the support of its community, we considered our tasks to be among the most important undertaken by the Feasibility Study.

Regardless of the outcome of the study, the sub-committee is proud that this important issue has been the subject of extensive and informed public debate and discussion. As a result of this interaction, we propose the following recommendations:

1. That the study reject any implementation of a 45-15 city-wide;
2. That the study reject a mandated implementation of a pilot program;
3. That the study encourage the Board of Education to facilitate a pilot program that provided for additional instructional opportunities during vacations, and was offered on a voluntary basis to parents and teachers.

Sources of Information:

These recommendations are based on information drawn from the following sources: the experiences of other school districts, the report of a committee of teachers and administrators, a summary of parent meetings, a survey of Hartford's parents, a survey of the business community, and a survey of student interests.

Portions of this information are summarized below:

A. The experiences of other school districts: support of the 45-15 in other districts appeared strong. Also it was evident that the level of support increased as the community gained familiarity with the operation of the program. To what extent this support was contingent on the undesirable characteristics of other alternatives is not known.

B. Report of teachers and administrators: from their knowledge of their student needs, they perceive the following potential problems: lack of clothing for winter vacation activities, lack of adequate available vacation programs during fall, winter, and spring, scheduling of family vacations, reluctance of middle-class parents to endorse the program due to vacation patterns, and the problem of working parents arranging for child care.

C. Some participants expressed interest in such advantages of the 45-15 as the off-season vacations, more efficient utilization of facilities, and the possibility of improved instructional programming. However, the vast majority of parents clearly expressed their opposition to the program. Some of the reasons for this opposition were based on misconceptions of the program, some were based on a general resistance to any further change in the Hartford Schools, and some were based on very real concerns about the social and educational effects of the program. A decision to fully implement a 45-15 would meet with very strong resistance. A decision to solicit volunteers for a pilot 45-15 would necessitate a major educational and public relations effort to inform parents about the program.

D. Results of Parent Survey: due to low rate of return, very little information can be drawn from the results.

E. A Survey of the Business Community: the survey indicated that 80% of the firms in the areas would permit alternate vacation patterns. They also indicated that the staggered vacation schedule would permit them to offer substantially more jobs to school-aged youth than they do now.

F. The results indicated that given a choice, almost all students who legally could, would work during the summer. If work were not available, half indicated they would like to go to school under certain conditions. Only one-quarter reacted favorably to the idea of shorter, more frequent vacations.

Summary:

The sub-committee has carefully considered the information above, the hopes of parents and businessmen for the program, and the objections of many members of the community. It is the opinion of the committee that many of the problems which are initially distrubing can be solved by careful planning. It is also

the opinion of the sub-committee that the 45-15 offers sufficient merit to support a pilot program. However, the group was aware of the potential hardships mandated implementation might create. Thus, as stated in the introduction, the committee wishes to recommend that the Board of Education facilitate the implementation of a voluntary pilot that provides for vacation programming. It is our hope that this option, and the guarantee of vacation activities, will alleviate the difficulties which some families might experience, while promoting the benefits which the program offers.

Introduction: The Extended School Year Study, in conjunction with the Greater Hartford Chamber of Commerce, conducted a survey of area business and industries. The purpose of the questionnaire was to determine:

A. the ability of the business community to adopt to a calendar modification; and -

B. to determine if any such adoption could provide greater opportunities for students. The results of the survey are summarized below.

Concerns of the Business Community

A. 33% stated that it would be of assistance to their industry or business if employees wanted to take their vacations at times other than during the summers. 56% stated that it would be of no additional value, and 11% were undecided.

B. 80% of firms surveyed stated that they would allow employees to take their vacations at different times in the year. 13% said that they would be unable to provide this flexibility and 7% were undecided.

C. 98% of respondents stated that they could make the transition to alternative vacation patterns for employees in less than a year, with 77% needing three months or less.

Concerns of Business Community and of Students

A. 81% of respondents indicated that a significant increase in midyear graduations would not affect their ability to hire graduates on a permanent basis. Three per cent mentioned that such an increase might make it more difficult, while 16% felt that this increase in mid-year graduates would make hiring easier.

B. Fifty one per cent of all respondents hire students and 24% of all respondents indicated that alternate vacation patterns established by the schools would allow them to hire more students. A rough estimate of the additional positions projected by respondents is 400. These positions would be evenly distributed between the winter, spring, and fall seasons.

C. Support for year-round education was strong:

a. 66% indicated their support if offered with no change in local taxes with 24% undecided.

b. 52% indicated their support even though steps taken to save costs might result in disruption of family patterns, with 30% undecided.

c. 41% approved of a year-round program with additional expenditures with 30% remaining undecided.

Additional Advantages and Disadvantages

In addition to the multiple choice question, the survey included an open-ended statement asking respondents if they perceived any advantages or disadvantages other than those mentioned. As advantages, respondents listed:

A. More student help available at times other than summer

B. More efficient use of school buildings and staff

C. Reduction or better utilization of taxes

D. Less pressure for summer vacation

E. Fewer idle children on the streets

F. Better education

G. Take fluctuations out of business cycles

As disadvantages, respondents listed:

A. Upset of traditional family vacation patterns

B. Potential of work and vacation schedules

C. Not enough students available in summer

D. Increase school operating costs

E. Adverse effect on summer business

The Characteristics of Respondents

	Number of Firms Responding
1. Kind of Business:	
Retail	30
Wholesale	13
Construction	7
Finance and Insurance	36
Professional and Technical	29
Manufacturing	30
Services	49
Other	15
2. Number of Persons Employed:	
0 - 10	43
10 - 25	28
25 - 50	32
50 - 100	18
100 - 200	14
200 - or more	51
3. Percentage of employees living in City of Hartford:	
0 - 10%	70
11 - 20%	41
21 - 30%	24
31 - 40%	11
41 - 50%	10
51 - 60%	4
61 - 70%	4
71 - 100%	13
4. Scheduling of Employees Vacations:	
Week of Greatest Number of Vacations	
July 2	10
July 9	33
July 16	48
July 23	53
July 30	66
August 6	80
August 13	76
August 20	44
August 27	26
Other	26

SECTION V

FINAL RECOMMENDATIONS

The Committee, composed of the chairperson of the five sub-committees and Nova participants developed the final recommendations. The alternatives were, in brief:

1. final rejection of the Extended School Year;
2. endorsement of a pilot with city-wide implications;
3. a format for decision-making on a school by school basis.

It was decided to submit all three recommendations to the Steering Committee for final consideration. Also, it was decided to advocate that: 1) the Steering Committee reject alternatives 1 and 2, and 2) that the Steering Committee adopt Recommendation 3.

DRAFT RECOMMENDATION 1

RESOLVED: That the Committee recommends that no further consideration be given to the Extended School Year in Hartford. Due to the programmatic and fiscal characteristics of the Hartford Public Schools, substantial benefits cannot results from full or partial implementation.

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DRAFT RECOMMENDATION 2

RESOLVED: That the Committee recommend that a pilot 45-15 program be initiated in the Hartford Public School System beginning in the fall of 1975. The intent of this pilot would be to test the educational validity of the year-round school. If the results of the pilot are favorable, the Committee recommends that the 45-15 plan be implemented in the Hartford Schools at all levels of instruction.

Characteristics of the Plan:

Students are divided into four groups. Each group goes to school for 45 days then has a 15 day vacation. Attendance schedules for the groups are spaced 15 days apart so that only three of the four groups are in school at any one time. This allows vacation periods at all times during the year for each group, plus a short common vacation for all in the summer. Each student attends school for a total of 180 days each year. In addition, the Committee wishes to stipulate:

1. that local decisions must involve administrators, teachers, and community members;
2. that the Board commit itself to funding instructional programs to be offered by the schools during the 15 day "vacation" periods.

DRAFT RECOMMENDATION 3

This recommendation was passed by a secret ballot on May 22, 1974 by the Steering Committee of the Extended School Year Feasibility Study. The resolution represents the final position of the majority of the Committee on the future of an Extended School Year for Hartford. The resolution is based on the report from sub-committees and additional supporting documentation. A statement expressing a minority opinion which opposed this resolution follows this recommendation.

RESOLVED: That the Steering Committee recommend that the Board of Education and the Central Administration facilitate the adoption of a 45-15 program in a school or schools where:

1. Two-thirds of the faculty believes that the program will have substantial educational merit for their school; and
2. Two-thirds of parents believe that the program will have substantial merit for their children and their neighborhood. At least 90% of the families sending children to a particular school must vote with one vote allowed per family.

This recommendation assumes:

1. That the decisions should ultimately be controlled by the parties most directly affected; and
2. That diverse educational programs strengthen the public schools. Thus, the adoption of the 45-15 in one school would not necessarily affect any other schools. Parents should be given choices about the education offered to their children.

3. Therefore, this recommendation creates the possibility that no school might choose a year-round calendar; and that subject to financial constraints, many schools might adopt a 45-15.

Characteristics of the Program:

Students are divided into four groups. Each group goes to school for 45 days then has a 15 day vacation. Attendance schedules for the groups are spaced 15 days apart so that only three of the four groups are in school at any one time. This allows vacation periods at all times during the year for each group, plus a short common vacation for all in the summer. Each student attends school for a total of 180 days each year. In addition, the Steering Committee wishes to re-emphasize that while the Board should facilitate the adoption of the program,

1. any decision should be ultimately controlled by those directly involved such as administrators, teachers and parents;
2. that the Board commit itself to funding instructional programs to be offered by the schools during the 15-day vacation periods.

A Minority Report

Those of us who oppose any further experimentation or investigation of the Extended School Year have studied the concept very seriously for the past nine months. We have surveyed the research that is available and attempted to discuss the concept with parents and other members of our communities. While we respect the opinion of the majority, we strongly feel that an Extended School Year would be bad for the children of Hartford, and bad for our neighborhoods.

Our major objections are as follows:

1. It cannot be demonstrated that an Extended School Year will be helpful to students learning the basic skills they so desperately need;
2. Too little is known about the effects of a 45-15 plan on communities;
3. Because of work and vacation schedules, parents are strongly opposed to the program;
4. The teaching staff is opposed to the program.

In addition to these specific concerns, we believe that the schools have already played with too many "experiments." No sooner has a program been implemented, than a decision is made to start another and phase out the old. Thus, we believe that the administration and the board should first work on improving what we have already; and secondly, no funds should be committed to additional program. MONEY IS DESPERATELY NEEDED to restore cuts in already existing programs.

Because of the opposition of parents, because of the opposition of staff, and because we feel that an extended school year will not be good for Hartford, we strongly urge the Board of Education to reject the recommendation of the majority.

SECTION VI

EVALUATION

This entire project which involved many groups (C of C, CREC, B of E, City Leaders) in the City of Hartford felt strongly that external monitoring was essential. We are including a copy of an evaluation from Guidelines, Inc., Great Neck, New York, concerning this feasibility study.

External evaluation of the process was also completed by:

Dr. John Allison, Capital Region Education Council (CREC), Windsor, Ct.

Dr. Paul Taylor, Connecticut State Dept. of Education, Hartford, Ct.

Dr. Robert Nehring, Hartford Board of Education, Hartford, Ct.

GUIDELINES INCORPORATED

June 13, 1974

Dr. John H. Alschuler,
Director, Extended School Year
Feasibility Study,
Hartford Public Schools,
Administration Offices,
249 High Street,
Hartford, Connecticut 06103

Dear John -

We have had opportunity to observe the Extended School Year Feasibility Study from the development of its preliminary procedures; as the study itself was conducted; and through the accumulation and preparation of the intelligence conveyed by this succinct report.

May we compliment the Hartford School District's approach to this investigation? It has been thorough; it has touched every base in its effort to surface pertinent issues in a spirit of thorough and open inquiry. It has produced not only a document which opens avenues for new thinking and planning, but has already contributed much to the thinking of individuals both within and without the school district.

Although it reached a "no-go" recommendation, it's been a project characterized by integrity and by intelligent consideration of educational values. The study's central concern has been the search for more effective patterns of teaching-learning.

We note, throughout, that the study has been approached as an unfolding educational effort rather than a "promotion" or campaign. The balance of the Year Round Study's possible advantages and disadvantages has been spotlighted for fair and open consideration.

It is noteworthy, too, that all groups affected have been brought into the central steering committee, and that the ideas and deliberations of the central effort, along with its sub-committee, contributions have been relayed into wider areas of dialogue and debate among those upon whom a Year Round School program would have significant impact.

160 MIDDLE NECK ROAD - GREAT NECK - NEW YORK 11021 - 516-482-7379

June 13, 1974

Dr. John H. Alschuler

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The study, with both fairness and comprehension, also gave ear and voice to the aspects of change in the entire educational structure which may well be indicated whether or not a Year Round School program is initiated. These needs became crystal clear as the study disclosed that the change to an extended school year would require basic changes in a host of educational programs and auxiliary services. There was significant agreement that such changes, albiet not always comfortable, must eventually occur if schools are to better serve today's variety of children and youth ... and face the realities of today's social concerns and problems.

The concerns generated and surfaced by studying the Year Round School programs of other schools; the deliberations of Hartford's teachers and administrators; the reactions of parent groups; the communications aspects of the community survey; the contributions of the business community and the survey of student interests promoted a healthy exchange of thinking about the Hartford schools as viable institutions with potential for flexibility. This, in every direction, is a valuable concept to have sponsored.

The sub-committee reports and pollings of Pupil Personnel Service and Special Education, Curriculum and Instruction, Organization and Administration, Staff Development, Community Impact, and from Elementary, Middle School and High School pollings, disclosed both interest and anxieties. They showed interest in building new inter-group approaches that enable schools to focus more meaningfully upon individual learners.

The concern for involving all affected people and groups before embarking upon new programs was a timely and worthy facet of this effort. The concensus that new programs and the required planning and inservice efforts should be worked out, a step at a time, was a meaningful development from this Year Round School Feasibility Study effort.

An even brief association with the Hartford Public Education scene indicates - although many efforts have been tried - that few, understandably, could accomplish all of their sponsor's dreamed-of academic progress or

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hoped-for economic gains. Thus, when plans to innovate are discussed, there cannot help but be a natural vestige of incredulity among administrators and staff ... or, even more particularly, among Hartford's more disadvantaged citizenry.

* * *

We would characterize this feasibility study as a forward step in involving staff and community. The acceptance of its qualified "No" verdict by the study team and its director; its utterly broad involvement of all people; its many extremely positive judgments of the worth of Year Round Schools as a vehicle for increased concern for individuals and as the stimulus for a new focus on teaching has had a decided plus value.

"The calendar of operation used by most American schools has had its roots embedded in the agrarian society that we once were. During the time when school children were needed to tend to the crops during the summer of the year ... this school calendar made ultimately good sense. It seems sense to observe that those days are now gone forever." *

Oddly, such age old traditions are most closely held in New England where agriculture now least holds sway. It will take time ... and a much more propitious setting ... before the Year Round School will be accepted in very many schools in the Northeast, even though there are much more widely enthusiastic and successful moves in this direction in the South and West.

This feasibility study may be considered as a failure. However, its very fairness of perspective has certainly fostered productive pro and con thinking. It is also important to note that there was more conviction regarding Year Round School need and worth among all elements of the professional staff than among the students and public ... an outcome which may have been expected in a community with gargantuan problems and few easy answers, either past or present.

* YEAR ROUND COMMUNITY SCHOOLS --- a framework for administrative leadership --- AASA (Gordon McCloskey) 1973.

June 13, 1974

Dr. John H. Alsahuler

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Whether the values of this frank and involving study may result in a resurgence of drive for Year Round Schools ... or whether, in parallel fashion, it may stimulate other new and balanced efforts to refocus the school program upon individuals - - and to increase curriculum flexibility - - the Year Round School study's conduct and its results are certain to make a positive contribution.

Both citizens and staff members - - as a result of this study's full involvement, thorough communication and basic integrity - - will be more ready, in whatever next round of planning may ensue, to consider new alternatives which may enhance the reality, efficiency and accountability of Hartford's educational efforts for children and youth.

Fred Ambellan,
Executive Secretary

APPENDIX A

Survey and Interview Forms

FORMAT OF INTERVIEW WITH COORDINATORS: (Pupil Personnel and Special Education)

1. Indicate the number of staff you have assigned to your department.
2. How many school days is each staff member expected to work?
3. Are the expected number of work days scheduled during the regular 180 school day year between September and June?
4. How many school days is each secretary expected to work?
5. Are the expected number of work days scheduled during the regular 180 school day year between September and June?
6. What is the staff reaction to the Extended School Year?
7. What is your reaction to the Extended School Year?
8. What are some general factors within your department that have some degree of significance to the Extended School Year?
9. What do you and your staff members view as advantages and disadvantages of the Extended School Year?

Prior to the interviews, each department coordinator had the opportunity, along with all staff members, to have a general orientation to the concept of the Extended School Year. This was conducted by the administrative staff of the Hartford Public Schools.

STAFF QUESTIONNAIRE

1. I am a: Male____ Female ____

2. My age is: 20-24____ 25-29____ 30-34____
   35-39____ 40-44____ 45-49____
   50+ _____

3. The number of years I have in teaching are:
   0 thru 5_____ 6 thru 10 _____
   11 thru 15____ 15 thru 20_____
   20 and above_____

4. The level I work with is: K-2____ 3-6____ 7-8____ 9-12____

5. What level of study have you completed? B.A.____ C.A.G.S.____
   M.A.____ Ed.D._____

6. Do you live in the City of Hartford? Yes___ No___

7. Would you work in some form of an extended school year with additional compensation? Yes____ No____

8. Would you support an extended school year if each teacher had the option of choosing to either work an extended school year or to remain on the present work year? Yes____ No____

9. Do you attend summer sessions doing graduate work? Yes___ No____

10. Do you usually work at another job during the summer months? Yes___ No___

11. Do you feel that the attendance problem would be greater if Hartford adopted some extended school year plan? Yes___ No___

12. Do you feel that the children who are on vacation while the remainder of the school is in session will cause disruption to the normal operation of your school and neighborhood business? Yes____ No____

13. Using the following list of possible advantages of an ESY check those that you feel would apply to Hartford:

    Increase flexibility in curricular design _____
    Prevent serious learning loss over the long summer vacation____
    Provide new opportunities for remediation and acceleration____
    Increase the economic and professional status of teachers_____
    Increase professional and fiscal accountability_____

Provide for a full and economic use of school facilities_____
Provide opportunities for alternative educational programming_____
Increase meaningful employment opportunities for students_____
Utilize educational talents of teachers on a full time basis_____
Increase retention of English for non-native speakers_____

14. Using the following list of possible disadvantages of an ESY check those that you feel would apply to Hartford.
Lead to changes in family and community life____
Create prohibitive costs for teacher's salaries____
Result in no significant educational gain_____
Necessitate an unnecessary revamping of the curriculum____
Shorten period students and teachers are released from school pressure_____
Release students from school without adequate available programs_____
Necessitate prohibitive air-conditioning costs____
Lead to disruptions caused by out-of-school students_____

15. Of the 4 plans of an ESY explained at the beginning of this questionnaire check the plan that you feel should be considered most seriously:

Four-Quarter ____
Quinmester____
Continuous Progress Plan____
45-15 Day Plan____
None____

PARENTAL ATTITUDES AND INFORMATION

1. Names of school(s) attended by children: Elementary_____

   Middle_____

   High_____

2. Number of parents in the home: 1_____ 2_____

3. How long have you lived in Hartford? _____

4. How would you rate the present educational programs in Hartford?

   Elementary: Superior____ Above Average____ Average____ Below Average____
   Middle: Superior____ Above Average____ Average____ Below Average____
   High: Superior____ Above Average____ Average____ Below Average____

5. Would you like schools to provide the opportunity for your children to graduate earlier? Yes____ No____

6. Would you like the school to provide more opportunity for remedial work? Yes____ No____

7. Given your present work schedule, would it be possible for your children to take vacations at times other than in the summer? Yes____ No____

8. If your employer was willing to make arrangements, would you be willing to change your vacation for times other than during the summer? Yes___No___

9. Did you take a vacation outside the City of Hartford last summer? Yes____ No____. If yes, how long were you away from the City? (Circle one)
   Less than one week.
   Less than two weeks.
   Less than three weeks.
   Less than four weeks.
   More than four weeks.

10. If Hartford were to begin a year-round program, when would you prefer your children to have their vacation?
    a. the same vacation dates presently used._____
    b. whenever I want a vacation_____
    c. every 45 days_____

11. In what month would you prefer the longest vacation?

Jan.____	July____
Feb.____	Aug.____
Mar.____	Sept.____
Apr.____	Oct.____
May____	Nov.____
June____	Dec.____

12. If June, July and August are your preferences, why do you prefer to continue vacations in summer for your child?
    1. Satisfied with present school calendar_____
    2. Recreational opportunities for children_____
    3. Head of house has vacation in summer_____
    4. Tradition_____
    5. Want to travel with children_____
    6. Can plan on all my children having same vacation dates_____
    7. Easier to arrange for supervision of children_____
    8. Other._____

13. I would approve an extended school year program in Hartford if:
    _____ Students would receive the same education for less school taxes.
    _____ Students would receive more educational opportunities for the same amount of local taxes.
    _____ Students would receive more educational opportunities although it would cost more in local taxes.
    _____ None of the above.
    _____ Undecided.

STUDENT INFORMATION

SCHOOL NAME_____

GRADE_____

MALE - FEMALE (CIRCLE ONE)

1. Do you hold a job during the school year? Yes____ No____
   a. If yes, how many hours do you work each week?_____
   b. If no, would you work if a job were available. Yes_____ No_____

2. Did you have a job last summer? Yes____ No____
   a. If yes, how many hours did you work each week?_____

3. Would you like to go to school for more days each year and graduate earlier? Yes____ No____

4. Would you like more opportunity to review or make up work in subjects that you didn't receive credit or failed? Yes____ No____

5. Would you prefer shorter, more frequent vacations, with the same number of school days per year as now? Yes____ No____

6. Would you work during vacations if you could find a job? Yes____ No____

7. Were you involved in an organized recreational program last summer? Yes____ No____.
   a. If yes, for how long?_____

8. Were you involved in an organized educational program last summer? Yes____ No____
   a. If yes, for how long?_____

9. If the opportunity were available would you like to go to school for part of the summer? (Check as many as apply)
   a. Yes, if it was voluntary_____
   b. Yes, if I could get graduation credits_____
   c. Yes, if it was the right time in the summer_____
   d. Yes, if the courses I wanted were available_____
   e. Yes, if I failed a course_____
   f. Yes, if new courses were available_____
   g. No, I don't want to go to school at all in summer_____

10. Did you take a vacation outside the City of Hartford last summer? Yes____ No____. If yes, how long were you away from Hartford?
    a. Less than 1 week? Yes____ No____
    b. Less than 2 weeks? Yes____ No____
    c. Less than 3 weeks? Yes____ No____
    d. Less than 4 weeks? Yes____ No____
    e. More than 4 weeks? Yes____ No____

11. There exists numerous plans for the organization of the school year. Of these plans, four seem the most promising for Hartford. Each of these plans would have a different effect on educational and community activities. Please read each plan with its visual representation* and check out your reaction to it.

FOUR-QUARTER - The school year is divided into four quarters, each quarter 12 weeks long. Students must attend any three, or elect all four of the quarters.

Positive____ Negative____ Neutral____

QUINMESTER - The school year is divided into five, 9 week sessions. Students must attend four sessions and can elect to attend a fifth.

Positive_____ Negative_____Neutral_____

CONTINUOUS PROGRESS PLAN - This is a non-graded, individual acceleration plan carried on in the course of 240 days.

Positive ____ Negative ____ Neutral ____

"45-15" DAY PLAN - Students are divided into four groups, attending school for 45 instructional days, then having 15 school days (3 weeks) vacation. The entrance of a group into the system is staggered so that only 75 percent of the student body is in school at any one time. Students attend school for 180 days.

Positive ____ Negative ____ Neutral ____

* Visuals to be designed

Name of firm_____

Contact person_____

Kind of business (check one)

retail_____ wholesale_____ construction_____ finance & insurance_____

professional & technical_____ manufacturing_____ services_____

1. How many people do you employ?

   0-10_____ 10-25_____ 25-50_____ 50-100_____ 100-200_____
   200 or more_____

2. Approximately what percentage of your employees live in the City of Hartford?_____

3. Please rank on the basis of 1,2,3, the weeks when, this past summer, your employees took their vacations. "1" would be the week when the greatest number of employees vacation, "2" the second greatest number and "3" the third greatest number.

July, 1973					August, 1973				Other
2	9	16	23	30	6	13	20	27	

4. Would if help your industry/business if your employees wanted to take their vacations at a time other than during the summer?
   Yes_____ No_____ Undecided_____

5. If the school calendar was changed permitting year-round education, would you allow employees to take their vacations at different months in the year?
   Yes_____ No_____ Undecided_____

6. If your answer is yes, how long ahead of time would you need to know the vacation plans of your employees to arrange proper manpower scheduling?
   Less than one month_____ One to three months_____Three to six months___
   Six months to a year_____ A year_____ One-and-a-half years or more_____

7. Please indicate the conditions under which your industry/business would approve a year-round educational program.
   a. Students would receive about the same education as they do now at a lower cost in local school taxes.
   Yes_____ No_____ Undecided_____

   b. Additional education would be offered to students for about the same amount of money now paid in local taxes.
   Yes_____ No_____ Undecided_____

   c. Additional education would be offered to students at some increase in the amount of local school taxes.
   Yes_____ No_____ Undecided_____

d. I do not favor any of these proposed plans. My reasons are:

_____

8. Do you hire students during the school year? Yes____ No____
If yes, approximately how many students do you hire during the school year?
0-5____ 5-10____ 10-20____ 20-50____ 50 or more____

9. Do you believe you would hire more students if they were available for work during periods other than summer, with more flexible hours?
Yes____ No____ Undecided_____

If yes, which type of work would you hire more students for? Part-time____
Full-time____ . Also, during what periods of the year would you hire more students if they were available? Winter____ Spring____ Summer____ Fall____

10. Would a significant increase in mid-year graduations make it more or less difficult to hire qualified high school grads?
More_____ Less____ No Change____

11. What do you see as the advantages of a year-round school program for your industry/business at the present time?

_____

_____

12. What do you see as the disadvantages of a year-round school program for your industry/business at the present time?

_____

_____

EXTENDED SCHOOL YEAR FEASIBILITY STUDY

BUSINESS SURVEY

Name of Firm _____

Contact person _____ Title _____

Kind of business (check one)

Retail _____ Wholesale _____ Construction _____ Finance & Insurance _____

Public Utilities & Technical _____ Manufacturing _____ Services _____ Other _____

1. How many people do you employ?

0-10 _____ 10-25 _____ 25-50 _____ 50-100 _____ 100-200 _____

200 or more _____

2. Approximately what % of your employees live in the City of Bakersfield? _____

3. If you were to change the number of weeks when, this summer, the largest number of employees took their vacations,

July, 1975 _____ August _____ Other _____

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27)

4. Would it help your industry/business if your employees wanted to take it in the form of a split shift during the summer?

Yes _____ No _____ Undecided _____

5. If the school system were planning permitting year-round education, would you allow employees to take their vacations at different months in the year?

Yes _____ No _____ Undecided _____

6. If your answer is yes, how long ahead of time would you need to know the vacation plans of your employees to arrange proper manpower scheduling?

One week _____ Two weeks _____ Three weeks _____ One and a half months _____ Two months _____

7. Please indicate the extent to which your industry/business would support the following proposal:

A) Additional education would be offered to students with about the same amount of money now paid in local taxes.

Yes _____ No _____ Undecided _____

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b) Students would receive the same education for less school taxes, though the new vacation schedule might disrupt traditional family patterns.
Yes_____ No_____ Undecided_____

c) Significant additional educational experiences would be offered to students with a moderate increase in the amount of local school taxes.
Yes_____ No_____ Undecided_____

3. Do you hire students during the school year? Yes_____ No_____
If yes, approximately how many students do you hire during the school year?
0-5_____ 5-10_____ 10-20_____ 20-50_____ 50 or more_____

4. Do you believe you would have more positions for students if they were available for work during periods other than summer, with more flexible hours?
Yes_____ No_____ Undecided_____

a) If yes, which type of work would you hire more students for?
Part-time_____ full-time_____. Also, during what periods of the year would you have additional students if they were available?
Winter_____ Spring_____ Summer_____ Fall_____

b) If yes, approximately how many additional students might you be able to hire?_____

5. Would a significant increase in mid-year graduations make it more or less difficult for your firm to hire qualified high school graduates on a permanent basis?
More_____ Less_____ No Change_____

6. What do you see as the advantages of a year-round school program for your industry/business at the present time?

What do you see as the disadvantages of a year-round school program for your industry/business at the present time?

APPENDIX B
Public Relations

Community Forums on Education

Trinity College, Hartford, Connecticut 06106

SPONSORS:

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E. J. Kinsella School P.T.O.
Naylor School P.T.O.
Sarah Rawson School P.T.A.
Parents and Teachers for Waverly
Mark Twain School Project Co-Op

Other
Greater Htfd. Council of Churches
Social Service Department
The Greater Hartford Process, Inc.
League of Women Voters of Htfd.
NAACP - Hartford Branch
National Conference of Christians
and Jews
School Volunteer Program
Urban League of Greater Hartford

COORDINATOR:

Ivan A. Backer, Director
Office of Community Affairs
Trinity College
Hartford, Connecticut 06106
Telephone: 527-3151

January 2, 1974

TO: Community Forums on Education Participants

FROM: Ivan A. Backer, Coordinator

The "Extended School Year" is a phrase that may not be familiar to you but which you will be hearing more about in the next few months. Schools have been traditionally open for nine consecutive months beginning in September. This pattern was established because it accommodated agricultural production, not because it was necessarily best for children's learning. Recently many cities have changed their school calendar for one of two reasons: to improve the education of children, or to make more efficient use of existing resources.

A study is now in progress under the auspices of the Hartford Board of Education, and financed by a grant from the Hartford Foundation for Public Giving, to assess the feasibility of an extended school year in Hartford. The study is being directed by Dr. John H. Alschuler.

Several models for an extended school year have been tried in other communities. There are many advantages and disadvantages to each of these models. At the next Community Forum on Education educators and parents from four different cities will share with us the models of an extended school year used in their systems. Their names are listed on the enclosed program for this forum, which will take place on:

Wednesday, January 16, 1974
7:00 - 10:30 P.M.
Life Science Center
Trinity College

This forum should provide an excellent opportunity to become acquainted with a concept that will be new to many of us and to find out how it is working in other communities. I hope, that you will be able to attend, and that you will spread the word to other members of your organization. Additional copies of the attached program are available for wider distribution. For further information, please call the Office of Community Affairs, at Trinity College, ext. 208.

COMMUNITY FORUM ON EDUCATION

Trinity College
Hartford, Connecticut

Wednesday, January 16, 1974

THEME: "Twelve Month Extended School Year: What Would it Mean for Hartford's Children?"

7:00 P.M. REGISTRATION, Life Sciences Center Lobby

7:15 PANEL PRESENTATION

Moderator: Dr. John Allison, Executive Director Capitol Region Education Council.

Speakers:

Martin Rubenstein, Project Director, Quinmester, Dade County Public Schools, Miami, Florida.

E. Curtis Hanson, Assistant Superintendent of Schools, Atlanta Public Schools which uses the four quarter system.

Mrs. Geneva Brown, Director, Restructured School Year Project, Winston-Salem, North Carolina.

A parent with children in a school currently operating a pilot extended school year program in Chicago, Illinois.

9:00 WORKSHOPS

Each of the panelists will conduct an hour long workshop to explore in greater depth the details of the model used in their community.

10:15 ADJOURN

HARTFORD TIMES - 1-16-74

Forum Spotlights All-Year Schools

By BARBARA WILLIAMS
Staff Reporter

An extended school year that eliminates major summer vacations gives enough time for individualized instruction and continuity in learning, says Mrs. Geneva Brown, director of a school in North Carolina that has adopted the program.

Mrs. Brown, director of the Moore Laboratory School in Winston-Salem, and three other educators whose schools have such a program will speak tonight at 7 at a forum sponsored by Trinity College.

The Community Forum on Education will cover what the 12-month extended school year would mean for children in Hartford.

The school administration is conducting a $9,000 study to see if it is feasible to start such a program here.

Other speakers tonight in the Life Sciences Center at Trinity include Dr. John Allison, executive director of the Capitol Region Education Council; Martin Rubenstein, project director, Quinmester, Dade County Public Schools, Miami Fla.; E. Curtis Hanson, assistant superintendant of Atlanta, Ga., schools; Mrs. Peggy Teeh, Moore Experimental School, Winston-Salem, N.C., and Maude Carson, principal of a school in Chicago which has an experimental extended school year program.

Mrs. Brown, in an interview, said the extended school year was started in Winston-Salem three years ago, and "We are very happy with it." About 93.4 per cent of our parents endorse the longer school year whole-heartedly."

Students at the North Carolina school begin school in late July and continue in class for nine weeks. In October, a three week period is set aside for enrichment activities and a two-week vacation.

The cycle continues until the second week in June when staff and students begin a six-week vacation, Mrs. Brown said.

"Our students do as well on standardized tests as students who attend classes on a more conventional calendar basis," she said. "We think the continuous schooling process provides more educational opportunities and motivation."

The North Carolina School adopted the lengthened school year on an experimental basis. So far, it is the only school in the Winston - Salem district that has such a schedule.

Mrs. Brown said her school — unlike others in the country — did not adopt the program to save money.

"It's not that more expensive than a regular school year, but I don't think we save any money in the short run," Mrs. Brown said.

She indicated that vacations at her school are scheduled in October, December, March and June.

"The unorthodox vacations pose some problems for working parents," she said. "Sometimes it's hard to find a babysitter in October for two weeks."

She also cited transportation problems at her school as a drawback to her proposal, but parents have formed carpools to solve the problem, she said.

Year-Round-School Idea Backed By Most Teachers in City Poll

More than half of Hartford's public school teachers would support a "Year-Round School," says a Board of Education survey made public Saturday.

But not enough liked the idea to make a full-scale switchover workable in the near future, said John Alschuler, director of Hartford's Extended School Year Feasibility Study.

Support for the year-long school came from 57 per cent of those surveyed while 43 per cent said they were opposed. Of Hartford's 1,267 teachers, 1,073 participated in the survey.

Instead of a single three-month summer vacation, students in year-round schools would get about three weeks off during the summer. The number of school days wouldn't change, but students would get short vacations about once every nine weeks.

The main selling point for the year-round school is savings from continuous use of buildings. Buildings would be closed only about 20 days a year under the plan.

"These savings" on school construction costs are likely, Alschuler said, since fewer new schools would have to be built.

"Full and economic use of school facilities" was the advantage of year-round schools mentioned most often by Hartford teachers in the survey.

But "preventing learning losses over the long summer vacation" and "utilizing the educational talents of teachers on a full-time basis" were advantages the teachers also scored highly.

"A large scale transition to any form of any extended school year would be neither desirable nor acceptable at this point," Alschuler concluded in the survey.

"On the other hand, the survey indicates that sufficient personal and professional interests exist to offer a pilot program to teachers and para-professionals on a voluntary basis," Alschuler added. "This conclusion in no way implies such a pilot should be undertaken; only that sufficient interest exists to support one if other educational and financial considerations warrant."

The Extended School Year Feasibility Study was funded by a $30,000 special grant from the Hartford Foundation for Public Giving. The study has been under way since September 1973 and is expected to produce a final report by June 1.

Firms Get Voice on All-Year School

By BARBARA WILLIAMS
Staff Reporter

Greater Hartford businessmen are being asked this week what effect a 12-month school year would have on their operations.

A survey prepared by Dr. John Alschuler, director of a 12-month school year study distributed to members of the Greater Hartford Chamber of Commerce, asked if the businessmen would support a lengthened year would allow 12-month school year proposal. 32 states and involve 374,000 students.

businessmen to hire more students.

In addition, the survey asks if year-round school would help employes with families to schedule vacations throughout the year instead of just during the summer.

The query also hopes to find out under what conditions

to make sure we can contribute factual information about businessmen's attitudes to the study," he said.

"The extended school year idea deserves close attention

Hartford public schools are conducting a year-long feasibility study on whether or not it is possible to hold classes on a regular basis throughout the year.

Forty-two school districts in the country have some type of extended school year plan.

by all segments of the community," said Willis G. Parsons, chairman of the Chamber of Commerce education committee.

"Students, parents, teachers and businessmen all have an interest in judging how this

An advisory committee will review the results of the study and incorporate them into the full study being done for the Hartford Board of Education.

A report on the possibility of establishing a 12-month school year in Hartford will be completed by June.

These districts are located in will affect them, and we want

Area Businesses Nod on Extending City School Year

Area businesses overwhelmingly approve of an extended school year for the Hartford public schools.

Sources say the positive response was reported Wednesday at a closed meeting of the board of directors of the Greater Hartford Chamber of Commerce.

The chamber has been conducting a survey of businesses in cooperation with the school system.

The extended school year concept would keep schools open 12 months a year, with a percentage of the student body always on vacation.

Some experts have suggested that year-round schools would benefit businesses that rely on low-cost student employes because some students are always available for work.

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All-Around Schools Studied

By LAURENCE COHEN
(First of a Series)

Year-round schools, year-round education, the extended school year -- whatever the concept is called in communities around the country, the same questions are being asked.

The big question, of course, is this one:

Can the nation's most expensive national business -- education -- use its facilities and staff more effectively and efficiently?

In Hartford, an answer to this question is being sought by Dr. John Alschuler, an education consultant from Amherst, Mass.

With the help of school staff members and city residents, Alschuler is putting together a recommendation to the school board. His studies will determine whether the city needs year-round schools, which alternative would be best, how much the best system would cost.

The type of program that best suits a community depends on the goals of the school system.

Some towns -- typically, fast-growing suburbs -- extend the school year beyond the normal 10 months because the population is growing too fast for the school system or the tax rate to handle.

Their answer might be a year-round school that puts only 75 per cent of the student body in school at any one time.

For other towns, the goal of a year-round program might be to scrap the traditional curriculum and strict schedule and offer an extensive course selection with a varied schedule.

Alschuler says three major systems are being studied in depth for Hartford: the "45-15" plan, the "quinmester" and the "quarter."

The 45-15 schedules students for 45-day periods of school, followed by 15 days of vacation -- a pattern that continues throughout the year.

Students are divided into four groups, with three groups in school while the fourth group is on vacation. While 75 per cent of the students are in school, 25 per cent are on vacation.

Chicago, Ill., and Winston-Salem, N.C., are two of the cities

See CITY, Pg. 2, Col. 4

City Study Probes Full School-Year

Continued From Page 1

experimenting with the 45-15.

The quinmester plan divides the school year into five 45-day periods, any four of which make up the 180-day school year.

School systems may require students to attend the four traditional school sessions, with the fifth in the summer as a special option. Or students may be free to choose any four of the five.

The Dade County (Miami), Fla., secondary schools offer the quinmester, with virtually complete freedom of scheduling left to the students.

The most publicized of the quarter plans is operating in Atlanta, Ga., where the school year is divided into four 12-week sections, with students generally free to pick and choose schedules with few restrictions.

School officials suggest that the quinmester and the quarter are valuable for stimulating changes in curriculum and improved teaching methods.

The selection of possible year-round programs ranges from the conservative approach of improving summer school to the more ambitious idea that students should come to school when it offers something that interests them.

In any of the programs, teachers are generally given the option of teaching their normal 180-day year, or working more days for more pay.

Scheduling is only one of the sides to this creature called the year-round school. The disruption of a community's normal life style must be explored, smoothed over and exploited.

Tomorrow: The Best Plan

4-3-74

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4-4-74

'45-15' School Plan Appears Only Viable Program for City

By LAURENCE COHEN
(Second of a Series)

If the Hartford school system decides to adopt a year-round education program, only one viable plan is open to them.

From the multitude of extended school programs operating around the country, only one holds out the possibility of saving a school system money: the "45-15" plan.

Other programs might offer a chance for better programming or allow a greater chance to innovate with curriculum but the possibility that 45-15 could save money in the area of new school construction could make its appeal to Hartford almost irresistible.

To a school system facing what it describes as the most serious financial crisis in memory, year-round programs costing additional money—with no savings—offer little appeal.

The 45-15 divides the student body into four groups. Three are in school while the fourth is on vacation.

With schools operating at 75 per cent of their capacity at any one time, a school system can begin to look for economies.

"The alternatives are 45-15 or as we are," says Scott McAlister, president of the Hartford Board of Education. "It's a damn shame we didn't look at it a long time ago. I would suspect there is the potential to offer an educational system more efficiently."

McAlister added that the 45-15 could have saved city taxpayers millions of dollars in new school construction had it been considered years ago.

But the new schools are built now and school population has decreased for the second year in a row.

Although Hartford officials are publicly neutral so far, they concede that a 45-15 plan could close as many as seven of the city's elementary schools.

Dr. John Alschuler, a consultant studying year-round education for Hartford, isn't ready to talk about local issues yet, but he does say that a 45-15 would help a city overburdened with school construction.

"One of the chief advantages of 45-15 for school systems is the transfer of expenditures from buildings into personnel that teach children," he said "Buildings don't teach kids."

Alschuler stresses that while a school system can save money on capital building expenses,

See '45, Page 2, Col. 1

Today's Chuckle

Argument: Two people trying to get in the last word first.

Calia cares about you. Calia Ford, 722 Wethersfield Ave., Hartford.—Advt.

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4-4-74

'45-15' Plan Appears Only Viable System

Continued From Page 1

the 45-15, or any other extended year program, is going to cost more money to educate students day-to-day.

"No one can say that you can save money on a 45-15," he explained. "You can make better use of your money, but anyone who tells you you can save money is lying."

The educational advantages of a 45-15 are those cited for any year-round program, although to a lesser extent.

The change of classes every 45 days allows students a wider choice of classes and provides them the chance to "escape" from a particular teacher. It also forces teachers to be more specific in what they teach for those 45 days.

"In many cases, curriculum is basically what the teacher decides it is when she closes the door," Alschuler says. "With an extended year program, students can become consumers."

Although his study for Hartford is still in its early stages, the possible disadvantages of the extended school year are fairly easy to identify, Alschuler said.

While 75 per cent of the students will be in school on a 45-15 schedule, 25 per cent will be on vacation for 15 days, a possible burden on parents and city services.

The traditional "summer vacation" is also disrupted by a 45-15, since vacations are timed throughout the year.

Alschuler says the obstacles may be serious, or they may not have much significance at all.

The key, he explains, is information.

"One of the problems public education has always had is to generate accurate information on which bodies can act," he said. "We must create the information and get it out to the community."

A public advisory board has been set up to aid Alschuler in his work, and the school staff, area businesses and community groups are being flooded with requests for information relevant to the year-round study.

An outside auditor, Guidelines Inc. of Great Neck, N.Y., has been hired to evaluate the Hartford study.

It already has described the study design as "among the most balanced, comprehensive and fair-minded of such plans we've studied."

It also warns that the extended school year should not be studied to death before action is taken.

"Our great national penchant for analyzing program possibilities sometimes produces a morbid curiosity about how many obstacles, real or unreal, we can conjure up," the firm said.

For those with curiosity — morbid or otherwise — there are plenty of year-round Programs to study.

The New Jersey Department of Education reports there are approximately 42 year-round school programs operating at present in the United States.

Tomorrow: It's Working Elsewhere

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Year-Round School Merits Try - COURANT 4-7-74

For every new plan proposed to a city which will affect the lives of thousands, indeed perhaps all, of its citizens, there are bound to be differences of opinion whether it holds promise or not. Such an innovation now reaches the stage of decision-making as the Hartford school board receives the recommendation of a study committee to adopt a pilot Extended School Year project.

There are as many as 40 variations of the system which has most youngsters in school while one-fourth or one-fifth of them are on recess at any given time during the year. Most popular are the 45-15, quarter, and quinmester plans. The first, proposed for Greater Hartford, divides students into four tracks of 9 weeks in school (45 days) and three weeks out (15 days), with common Christmas and two-week August vacations.

The quarter system divides the year into four periods allowing families to decide during which three a student will attend school. In Atlanta where the plan has been operating since 1969 there has been an up-grading of curriculum from a course offering of 100 to more than 800. Last year 35 per cent of students were attending the summer quarter.

In Dade County, Florida, the quinmester showed an increase in summer attendance from 3,500 to 24,000 in three years. Chicago districts under the 45-15 program add enrichment projects during the three-week recess with band and chorus workshops, remedial help and field trips. These add to the cost, but administrators say they adopted 45-15 to improve education, not to save money.

Some school boards assert they have economized because they had reached a point where new construction was imperative due to growing population influx. By using the school buildings, equipment, maintenance people, libraries, laboratories and buses all year instead of only six months of the year as in the case under traditional scheduling, funds are saved. In addition, teachers have more attractive salary options, there has been less vandalism of school property, a reduction of street problems in summer, and less time needed for subject matter review at end of vacations.

Children are not in school all year—except if they want to move ahead faster with parental consent—but schools are used all year. Teen-agers have less trouble finding jobs because fewer are looking at one time.

On the negative side, anticipating family complications causes the most trouble but adjustments are possible proven by more than 100 districts now functioning year round. Basically, an important factor of success has been a concerted public information campaign to clarify the system's workings. Where the plan has failed, it usually has been because such preparations were scanty.

There are so many things in 45-15's favor, it is worth a try, and we emphasize "try." Hartford cannot know how well the plan will work for it unless the city gives it a test. The reason for summers out of school originally was to free children to help work the crops. With that objective long since removed, it is time to make the best, most complete use of today's fine, expensive schools.

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Chamber Survey Backs 12-Month School Year

A proposal to extend the school year for the Hartford schools was overwhelmingly approved by 1,693 businessmen surveyed by the Greater Hartford Chamber of Commerce.

The survey showed that 66 per cent of the businessmen favored a 12-month school year if taxes would not have to be increased. More than 10 per cent said they would support the proposal even if taxes did have to go up.

The alternating vacation patterns created by the 12-month school year would allow business to provide more students with jobs during their vacations. The businessmen estimated the change would increase part-time jobs by 400.

Willis G. Parsons, chairman of the chamber's Education Committee, said Friday the survey indicated business would be willing to cooperate with schools in working out vacation schedules.

Without this cooperation, he said, the 12-month school year would have trouble functioning. Businesses might be scheduling vacations for parents when their children would be in school, he added.

Parsons said 80 per cent of the firms surveyed said their operations would permit employes to take their vacation at different times of the year and 93 per cent said they could make the transition to alternative vacation patterns for employes in less than a year.

More than 30 per cent of the businesses surveyed said the 12-month plan would be an assistance to their industry or business. However, 56 per cent said it would make no difference to their operations.

The chamber survey, started in January, was done for the Board of Education to determine what industry thought of the 12-month school year.

"We did not survey our members in an effort to force this issue, we merely attempted to get a reading on whether the concept is feasible."

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JUNE 1974

Grass Roots Opposition to Longer Year

By DAN FITTS
Staff Reporter

There appears to be little chance any Hartford school will adopt an extended school year calendar. Parents just won't stand for it.

Dr. John H. Alschuler, director of a recent study into the possibility of changing school calendars, told the board of education curriculum committee Friday the "45-15" plan was rejected by almost every parent and parents' group.

Under this plan, students would be assigned to one of four different groups. Each group would attend school for 45 days, then take 15 days off. The groups would begin school on different dates, so that only three of the four groups would be in a school at any one time. Normally, a student would attend school 180 days a year, the same number as at present. Everybody would have brief vacations every 15 days and a common summer vacation.

Dr. Alschuler, said some parents misunderstood the plan, thinking it meant their children would go to school year round. Others, he said, worried the calendar change would disrupt family routines.

But the overriding reason parents don't want the extended school year, he said, is because they are sick of change.

He said teachers, depending on such things as age and marital status, were split on the idea of the extended school year.

Some communities across the country that have adopted the extended school year have saved money. Hartford would not, said Dr. Alschuler. These other communities, he explained, adopted the new calendar to avoid having to build new schools. But Hartford has just completed a massive school building program, and would not save by changing the calendar, he said.

The Extended School Year steering committee voted to recommend a mechanism under which a school could establish this system if it really wanted to. Under this mechanism the principal, two thirds of the teachers and two thirds of parents would have to vote for it. Dr. Alshuler said there was a "very real possibility," given parent resistance, that no school in Hartford would adopt the calendar change.

6-74 HARTFORD TIMES

Schools May Define Their Year Individually

By SUSAN HONEYMAN
Staff Reporter

Dr. John Alschuler, director of the Hartford School System's Extended School Year (ESY) feasibility study, plans to recommend that individual schools decide for themselves whether to change school year scheduling.

Dr. Alschuler has been working on the study since September and has met frequently with the ESY steering committee and various subcommittees made up of parents, faculty and students, to decide if, and under what circumstances, the school year might be changed.

The steering committee will meet Wednesday to compile its final recommendation. The study is scheduled for completion early in June.

Alschuler plans to recommend to the Steering Committee and ultimately to the school administration, that the administration facilitate the adoption of a 45-15 program in a school or schools where most of the faculty support the program and where a majority of parents believe the program will benefit their children and neighborhood.

The 45-15 program involves students going to school year round, spending 45 days in school, then 15 off in a continual cycle. Students are placed in four groups beginning 15 days apart so that no more than 75 per cent attend school at any one time. A brief common summer vacation is also included.

"Implementation of the 45-15 extended school year would involve a major effort of school staff working with parents to develop community support," Dr. Alschuler said. "Such support is essential to the success of the program."

His recommendations — which would pave the way but not mandate implementation of the schedule change — are those alvocated by the study's Coordinating Committee.

The Coordinating Committee had broken possibilities into three alternatives.

(1) — Final rejection of the Extended School year.

(2) — Endorsement of a pilot project at all education levels; and

(3) — decision-making format on a school by school basis.

The first two alternatives were rejected by the Coordinating Committee and by the community impact subcommittee.

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APPENDIX C

STEERING COMMITTEE

1. William Acevedo
   296 Princeton Street
   Hartford, Connecticut
   549-0463

2. John J. Allison, Jr.
   443 Windsor Avenue
   Windsor, Connecticut
   522-6137

3. Wilfred Anderson, Jr.
   101 Tower Avenue
   Hartford, Connecticut
   522-3651

4. David J. Bauer
   General Manager
   Greater Hartford Chamber of Commerce
   250 Constitution Plaza
   Hartford, Connecticut

5. Dr. Eugene Diggs (David Walls)
   Supt. of Schools
   110 Long Hill Drive
   East Hartford, Connecticut
   289-7411

6. Mrs. Daisy Gordon
   174 Magnolia Street
   Hartford, Connecticut
   247-2589

7. Mrs. Joseph Hendron
   101 Roger Street
   Hartford, Connecticut 06106
   525-9029

8. Ms. Judy Holmes
   Quirk Middle School
   247-9211

9. Mitchel Ivanowsky
   Exec. Vice Principal
   Bulkeley High School
   470 Maple Avenue
   Hartford, Connecticut

10. Ms. Esther Jimenez
    13 Burnham Drive
    West Hartford, Connecticut
    521-7664

11. Mrs. Maggie Jones
    650 Garden Street
    Hartford, Connecticut
    247-7988 or 549-2020

12. Ms. Lillian Klyn
    Rawson School
    242-0286

13. Joseph Lenihan
    SNETCO
    55 Trumbull Street
    527-6373 X368

14. Mrs. Irma Milton
    52 Sharon Street
    Hartford, Connecticut
    525-4943

15. Mrs. Robert Roy
    111 Mountain Street
    Hartford, Connecticut
    247-9486

16. Herbert F. Shedroff, Principal
    D. F. Burns School
    195 Putnam Street
    247-3042

17. Bernie Simmons
    Bulkely High School
    525-8601

18. Mr. and Mrs. Henry Strom
    Quirk Middle School
    247-9211

19. Alfred A. Turco
    Phoenix Mutual Life Ins. Co.
    One American Row
    278-1212 X647

20. Dr. Robert Barry
    Director of Secondary Instruction
    566-6090

APPENDIX D

EXTENDED SCHOOL YEAR COMMUNITY CONTACT

CIVIC ASSOCIATION

Asylum Hill, Inc.
Blue Hills Civic Association
La Casa de Puerto Rico
Northeast Hartford Development Comm.
Oakland Civic Association
Parkville Community Assoc., Inc.
South Arsenal Neighborhood
Development Corporation (SAND)
South End Civic Association
South Green Neighborhood Council
Southwest Civic Association
Spanish Action Coalition
West End Civic Association

EDUCATIONAL INSTITUTIONS

Capitol Region Education Council
Central Conn. State College
School of Education
Greater Hartford Community College
Hartford Catholic School Board
Hartford Education Association
Hartford Federation of Teachers
St. Joseph College
Shanti School
Trinity College
University of Connecticut
School of Education
University of Hartford
College of Education

INDUSTRY AND BUSINESS

Aetna Life and Casualty
Connecticut Bank and Trust Company
Hartford Insurance Group
The Travelers

SCHOOL-PARENT GROUPS

Clarence A. Barbour School P.T.A.
Barnard Brown School
Spanish Mothers' Club
Batchelder School Association
Bulkeley High
Fathers' Club
Alfred E. Burr School P.T.A.
Annie Fisher School P.T.A.
Fox Elementary School P.T.O.
Lewis Fox Middle School
Advisory Committee

SCHOOL-PARENT GROUPS (continued)

Hartford Council of P.T.A.
Frank O. Jones School P.T.A.
Eleanor B. Kennelly School P.T.A.
R. J. Kinsella School Project Co-Op
Parents and Teachers for Waverly
Mark Twain School Project Co-Op

OTHER

Black Advocates for Children
Greater Hartford Council of Churches
Social Service Department
The Greater Hartford Process, Inc.
League of Women Voters of Hartford
NAACP - Hartford Branch
School Volunteer Association
Urban League of Greater Hartford

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